

HIGH NOTE 4

UNIT ONE

contact – message – touch

collocation	meaning
deliver a message	Ahmad delivers a message to his manager . يوصل رسالة / يسلم رسالة مكتوبة لشخص ما
spread a message	Social media spread a message to to all the people that ... ينشر رسالة للعامة
carry a message	Bottles can carry messages . يحمل / ينقل رسالة عن طريق شيء (زجاجة)
convey a message	Rossetta stone conveys a message about the past . يحمل او يوصل معنى رسالة / ينقل فكرة
pass on a message	He passes on a message to the class and told them that..... يمرر رسالة محكية
stay in touch	= maintain a contact يبقى على تواصل
keep in touch	يحافظ على التواصل
lose touch	يفقد التواصل اجتماعيا
establish contact	يبدأ – يؤسس للتواصل
maintain contact	يبقى – يحافظ على التواصل
lose contact	يفقد التواصل عن طريق الاداة (التلغون – الايميل – الفيسبوك)

1. People invented more ingenious methods of **delivering messages**.
2. People are still **sending messages** and it usually takes only seconds to deliver them .
3. **He often ----- touch with his colleagues.** (from time to time , nowadays , once in a while , every so often) = routines and habits
a. lose b. losing c. loses d. lost

Phrasal Verbs أفعال مركبة

Phrasal verbs	meaning	Arabic
figure out	to solve a problem or understand something	يعرف – يكتشف – يفهم – يحل
make out	to see something with difficulty	يتعرف على – يرى بصعوبة
wipe out	to destroy something completely	يقضي على – يدمر – يزيل
point out	to tell someone something you think they don't know = draw attention	يخبر شخص عن شيء لا يعرفه
spell out	to explain something very clearly	يوضح – يشرح بالتفصيل
come across	to meet or find something or someone by chance	يلتقي – يقابل – يعثر – يصادف
get across	to successfully communicate a message/ an idea	يعبر - يوصل فكرة للآخرين
take in	to understand and remember something you are told = process	يستوعب ويتذكر – يفهم
bring about	to cause something to happen	يحدث – يسبب
pick up	to receive (a broadcast) sounds, phone signals, etc.	يلتقط اشارة – يأخذ

1. Some of the more intelligent animals can **figure out** what we want them to do.
2. Some animals can both **take in** what we are saying and **get across** complex ideas.
3. Jane Goodall **came across** a scientist who asked her if she might want a job observing chimpanzees .
4. It was not long before Jane Goodall **made out** a group of chimpanzees in the trees
5. Different groups of chimpanzees had battles in which they tried to **wipe out** the rival group.
6. Jane **pointed out** that the animals couldn't communicate using language like people
7. Jane **spelled out** to the scientific community for the first time that animals could use tools.
8. Jane Goodall **brought about** a complete change in the way people understood how animals can communicate.
9. The phrasal verb ----- means "to understand and remember something you are told"
a. figure out b. take in c. get across d. come across

Idioms for breaking the ice

مصطلحات تعبر عن كسر الجمود (تتعلق بالتواصل)

Emad Abu Alzumar

idiom	Arabic
make a favourable impression	يترك انطباع إيجابي
strike up a conversation = start talking	يبدأ محادثة
have a laugh = funny	تضحك على شيء
create a bond	ينشئ رابط أو علاقة
pay a compliment = comment on how	يجامل / يمدح
make small talk	يعمل حديث قصير
hit it off = like	تنجح في الوصول / ينسجم مع
take to you = like	يتقبل / ينجذب نحو
come across as = give the impression	يصادف

- Sharing a house **creates** a strong ----- between young people at university.
- My tutor and I really **hit it** -----, so I'm looking forward to our lessons together.
- My friends and I always **have a** ----- when we get together.
- I met our new neighbours and **I took** ----- them immediately.
- I'm not good at **making** ----- and I often end up saying silly things.
- Although I may **come** ----- as a confident person, I'm actually quite shy.
- Thankfully, Jenna **made** ----- on her new tutor.
- I always try to **strike up** ----- when I meet someone new
- If someone **pays you** -----, smile and say 'thank you'.

Communication Idioms and Phrases

idioms- Phrases	meaning	Arabic
1. jump down somebody's throat	to react angrily to something	يرد بغضب
2. put somebody on the spot	to embarrass someone by forcing them to answer a difficult question	يخرج شخص من خلال سؤال صعب
3. fire questions at someone	to ask someone a lot of questions quickly	يسأل كثيرا بسرعة
4. refuse to let something drop	to not stop talking about something	لا يتوقف عن الكلام في موضوع ما
5. insist on having the last word	to have to make the final point / the last one	يسيطر على الحديث حتى الكلمة الأخيرة
6. not get a word in edgewise	to be unable to say anything because someone else is talking all the time	لا يقدر على الحديث لأن شخص آخر لا يكف عن التحدث طوال الوقت

synonyms (emotion adjectives)

Adjectives	Synonym	Arabic
terrified	frightened	مرتعب - خائف
astonished	surprised	مندهل - مندهش - متفاجئ
exasperated	annoyed	ساخط - مزعج - مستاء
livid	furious	مغتاظ - غاضب
tense	nervous	متوتر - مشدود الأعصاب
ecstatic	thrilled - happy	فرحان - مبتهج
bewildered	confused	محتار - مرتبك
devastated	sad - extremely upset	حزين - محطم - مدمر

Preposition	verbs	Arabic
on	rely on	يعتمد على
to	plan to – hope to - direct to	يخطط – يأمل – يوجه
about	learn about	يتعلم عن

Phrases of expressing emotions

عبارات تعبر عن المشاعر

Emad Abu Alzumar

emotions	expression	meaning
anxiety القلق	1. It has been keeping me at night 2. I am worried sick about.. 3. Extremely concerned 4. I have been worrying about it a lot.	لم انام من القلق انا قلق جدا
Relief الارتياح	1. I can breathe a sigh of relief now 2. that is a weight off my mind 3. thank goodness 4. That is a relief for you	أستطيع أن انتفس الصعداء الآن / ارتاح أخيرا رحت رأسي / ازيل الهم الحمد لله انا مرتاح جدا
Annoyance and frustration الانزعاج والاحباط	1. (The noise) is driving me up the wall. 2. . (The loud laugh) really gets on my nervous 3. I have had it up to here with 4. I am completely fed up with	ضقت ذرعا بذلك / اغضبني جدا قاعد على اعصابي اكتفيت من الامر ضقت ذرعا بذلك (your constant complaints)
Surprise or disbelief الاندھاش و عدم التصديق	1. you have got to be kidding me 2. Get out of here ! 3. Who would have thought it ? 4. I don't believe you !	اكيد بتمزح معي اخرج من هنا من كان يتوقع ان هذا سيحدث انا لا اصدقك
Sadness الحزن	1. I am feeling abit down in the dumps 2. I am feeling a bit blue 3. I am heart broken 4. I am sad	اشعر بالحزن اشعر بالحزن قلبي مكسور انا حزين
Enjoyment or happiness المتعة والسعادة	1. I am walking on air ! 2. I can't stop smiling 3. I am so happy	انا طائر من الفرح لا استطيع التوقف عن الضحك انا سعيد جدا

UNIT TWO

Cause and Effect phrases and words

عبارات وكلمات تدل على السبب والنتيجة

Phrases and words	Arabic
as a consequence of = as a result of As a result of better medicine, people are likely to live until the age of 100 .	كنتيجة ل
be due to = The delay is due to technical difficulties. / This may be due to better education .	بسبب
lead to = Global warming is certain to lead to water shortages	يؤدي الى
result in = Eating too much may result in stomach pain	ينتج عنه
give rise to = The new law gave rise to many protests.	يسبب
Cause = Global warming is certain to cause / give rise to / leads to water shortages	يسبب
result from Stomach pain results from eating too much. / This may result from better education	ينتج عن

Compounds nouns for threads to the environment الاسماء المركبة (التهديد للبيئة)	Arabic
1. acid rain : rain that contains a lot of pollutants المطر الذي يحتوي على الكثير من الملوثات	الأمطار الحمضية
2. endangered species : types of animals in danger of extinction انواع الحيوانات المهددة بالانقراض	الحيوانات المهددة بالانقراض
3. exhaust emissions / fumes : poisonous gases produced by engines of non-electric vehicles الغازات السامة التي تنتجها محركات المركبات غير الكهربائي	انبعاثات العادم دخان السيارات
4. fossil fuels : examples of this are coal, oil and gas (non-renewable energy sources) ومن الأمثلة على ذلك الفحم والنفط والغاز	الوقود الأحفوري
5. global warming : gradual increase in the Earth's temperature (global heating) الزيادة التدريجية في درجة حرارة الأرض (التدفئة العالمية)	الاحتباس الحراري
6. greenhouse gases / effect : process by which gases trapped in the atmosphere cause the planet to heat up العملية التي تؤدي من خلالها الغازات المحبوسة في الغلاف الجوي إلى ارتفاع حرارة الكوكب	الغازات الدفيئة تأثير الانبعاثات
7. habitat loss : disappearance of areas that are home to plants and animals اختفاء المناطق التي تعيش فيها النباتات والحيوانات	فقدان الموطن
8. ozone layer : part of the stratosphere which limits the amount of ultraviolet radiation reaching the Earth جزء من طبقة الستراتوسفير والذي يحد من كمية الأشعة فوق البنفسجية التي تصل إلى الأرض	طبقة الاوزون
9. renewable energy : power produced by wind, sun, etc. الطاقة التي تنتجها الرياح والشمس وما إلى ذلك.	الطاقة المتجددة
10. soil erosion : gradual destruction of the ground by weather or people التدمير التدريجي للأرض بسبب الطقس أو الناس	تعرية / تآكل التربة انجراف التربة
11. toxic fumes / waste chemicals and other harmful waste products المواد الكيميائية وغيرها من النفايات الضارة	الغازات السامة النفايات السامة
12. vehicle emissions : synonym for 'exhaust fumes' مرادف لكلمة "دخان العادم"	انبعاثات المركبات
13. water scarcity lack of water قلة المياه	ندرة المياه نقص المياه
14. wind turbine : a machine used to produce electric power آلة تستخدم لإنتاج الطاقة الكهربائية	توربينات الرياح مولد كهرباء

1. When both words are **nouns**, the stress is always **on the first noun**.

الشدة على الاسم الاول عندما يكون التركيب اسمان

e.g. **climate** change.

2. When the first word is an adjective or a verb, the stress is **on the second word**.

e.g. **industrial** waste.

الشدة على المقطع الثاني عندما يكون التركيب الكلمة الاولى صفة او فعل والثانية اسم

Weather collocations	المتلازمات - البيئة	Meaning
1. blistering	heat / temperature	حرارة حارقة / درجة حرارة شديدة
2. freak	weather / temperature / winds	طقس غير اعتيادي
3. gale-force	winds	رياح عاصفة
4. heavy	snow / rain	ثلوج غزيرة - امطار غزيرة
5. high	humidity / temperature	رطوبة عالية
6. scorching	temperature / weather / heat	درجة حرارة مرتفعة جدا/ حارقة
7. soaring	temperature	ارتفاع الحرارة بشكل مفرط / مرتفعة جدا
8. sub-zero	temperature	درجة حرارة تحت الصفر
9. torrential	rain	امطار غزيرة جدا

Signposting الاشارات

“Signposts” are phrases that help you follow what a speaker is saying.

الاشارات هي عبارات تساعدك ان تتبع ماذا يقول الكاتب

Signposting phrases	Functions
1. I'm going to be talking about ...	introducing the topic تقديم الموضوع
2. In other words, ...	indicating that the speaker is going to paraphrase what they just said تلخيص ما يقال
3. The second thing is ...	sequencing an argument ترتيب الحجج
4. ... whereas ...	indicating another example الاشارة الى امثلة اخرى
5. So, to sum up, ...	Concluding الخاتمة

Animals	الحيوانات	Parts of the body	اجزاء الجسم	Adjectives to describe a creature	
reptile	الزواحف	backbone	العمود الفقري	solitary	منعزل
invertebrate	اللافقاريات	skeleton	هيكل عظمي	cuddly	محبوب
nocturnal primate	رئيسيات ليلية	scales	حراشيف	extinct	منقرض
critically endangered	مهدد بالانقراض بشكل خطير	fins	الزعانف	crustacean	قشريات
become extinct		natural predators		crustacean	قشريات

word	meaning	Arabic
poacher	someone who illegally catches animals	من بصطاد بدون إذن
marine	related to the sea	بحري
solitary	usually alone not with others	منعزل / وحيد
nocturnal	awake and active at night	ليلي
slimy	covered in liquid and not nice to touch	لزج
furry	covered in thick, soft hair	له فرو
invertebrate	an animal without a backbone	اللافقاريات
dystopia	an imaginary place where life is extremely difficult	مكان خيالي يصعب فيه الحياة / واقع مرير

Speaking Skills – problem solving حل المشكلات

emotions	expression	meaning
Expressing indecision التعبير عن التردد	1. I'm torn between and 2. I'm on the fence (about) 3. I'm having second thoughts. 4. I can't make up my mind 5. On the one hand, ..., but on the other hand, 6. I can't put my finger on it, but	أنا في حيرة بين أنا على الحياض (حول) / لا أستطيع ان اقرر لدي أفكار أخرى. لا أستطيع اتخاذ قرار / لدي افكار اخرى من ناحية،، ولكن من ناحية أخرى، .. لا أستطيع ان اقرر
Expressing agreement التعبير عن الاتفاق	1. You're spot on 2. That's what I was going to say! 3. Absolutely	أنت على حق هذا ما كنت سأقوله! / قطعاً بالطبع
Expressing disagreement التعبير عن عدم الاتفاق	1. It doesn't grab me 2. I think we're on the wrong track . 3. That's a good point, but 4. Ok, but another option might be.... 5. Seriously?!	هذا لا يشدني أعتقد أننا نسير على المسار الخاطئ هذه نقطة جيدة، ولكن حسناً، ولكن قد يكون هناك خيار آخر بجدية؟!
Reaching a decision التوصل إلى القرار	1. So, let's make a decision on this. 2. Okay, so shall we go with the first one ? 3. It looks as if we agree that....	لذلك، دعونا نتخذ قرارا بشأن هذا. حسناً، هل نذهب مع الأول؟ يبدو أننا متفقون على أن

WRITING - A formal email
تحية وتوقيع Greeting and signing off

Part one	Part two
1. If you know the name of the person,	- start the letter Dear Mr/ Mrs/ Ms Haddad.
2. If you don't know the person's name,	- start the letter Dear Sir or Madam.
3. If you start a letter Dear Sir/Madam,	- end the letter Yours faithfully.
4. If you start a letter with a name,	- end the letter Yours sincerely.

تركيب البريد الإلكتروني (أو الرسالة) Structure of the email (or letter)

Part one	Part two
5. In the introduction,	- state your reasons for writing.
6. In the main paragraphs,	- state the problem(s) and offer solutions.
7. In the final paragraph,	- ask the recipient of the email/letter to take some action.
8. Before you sign off,	- mention that you expect a reply.

Formal writing conventions
قواعد الكتابة الرسمية

Part one	Part two
9. Don't use contractions,	- e.g. use I am writing not I'm writing.
10. Avoid using phrasal verbs,	- e.g. use reduce rather than cut down on.
11. Make points less personal/direct by using passives,	- e.g. use We are told that rather than Some people say.
12. Make your tone less direct by using hypothetical constructions,	- e.g. use I would ask you to rather than Please

Category in writing	Phrase
1. Making a point forcefully. جعل النقطة أقوى	- it is essential that.....من الضروري - the situation cannot be allowed to continue الموقف لا يسمح ان يكمل
2. Call to action / asking for action. دعوة للعمل	- I urge you to.....احتك على . - I would ask you t. اطلب منك ان .. - I would be grateful if you couldساكون ممنونا لك لو
3. Giving your reasons for writing. إعطاء أسبابك للكتابة.	- I am writing to draw your attention - I am writing to express my concern about .. - I am writing with regard to
4. Explaining why the issue is important. توضيح سبب أهمية هذه القضية.	- I am deeply concerned by - I am extremely worried that - I find it unacceptable that - It is for these reasons that I

Formal Style in Writing	Informal Style in Writing
It is estimated that يقدر ان	I heard that
It is vital من الضروري	It's important
I urge you to احتك على	You've got to
Yours faithfully , Ibrahim	All the best, Ibrahim.
I am deeply concerned by	I'm really bothered by
should be banned	Get rid of
I am writing to express	I'm writing to tell you
I would ask you to investigate other options	You should look into other options
It is essential to	It's important to
This must be done as a matter of urgency.	You must do it now

How to give a persuasive presentation	كيفية تقديم عرض مقنع
1. Using rhetorical devices استخدام الاساليب البلاغية	Rhetorical devices are techniques used by a speaker to make their language or arguments more persuasive or convincing. الأدوات البلاغية هي تقنيات يستخدمها المتحدث لجعل لغته أو حججه أكثر إقناعاً.
2. Emotion العاطفة	People tend to respond to emotional language, or an appeal to their emotions. يميل الناس إلى الاستجابة للغة العاطفية، أو استدعاء إلى عواطفهم.
3. Rhetorical questions الاسئلة البلاغية	A rhetorical question is asked to make a point, rather than to get an answer. يتم طرح السؤال البلاغي لإثبات وجهة نظر، وليس للحصول على إجابة.
4. Quotations الاقتباسات	A well-selected quotation from a famous person can give your argument more weight. يمكن لاقتباس مختار بعناية من شخص مشهور أن يعطي حجتك وزناً أكبر.
4. Repetition الاعادة	The repetition of a particular word or phrase, usually something which carries a key meaning. تكرار كلمة أو عبارة معينة، وعادة ما يكون لها معنى رئيسي.
5. Tripling التكرار ثلاث مرات	People seem to respond to information in threes , so speeches often list three similar things, or make three similar points. يبدو أن الناس يستجيبون للمعلومات على شكل مجموعات من ثلاثة أجزاء، لذا فإن الكلام غالباً ما يسرد ثلاثة أشياء متشابهة، أو يقدم ثلاث نقاط متشابهة.

UNIT THREE

Influences

Positive	Negative
empathise with somebody يتعاطف مع شخص ما	fall out with somebody يختلف مع شخص ما / يختصم
give somebody a compliment يمدح شخص ما / يجلل	let somebody down يخذل شخص ما
make up with somebody يتصالح مع شخص ما	lose your temper يفقد السيطرة / يفقد اعصابك
	make fun of somebody / something يسخر من شخص ما
	put up with somebody / something يتحمل شخص أو شيء ما
	talk behind somebody's back يتحدث عن شخص ما بدون علمه / يغتاب

Definitions	Phrases
1 to say things in order to annoy somebody	-wind somebody up يثير شخص ما / يزعج أو يستفز
2 to react as if what has happened is much worse than it is	-blow things out of proportion يضخم الأمور / يبالغ بردة الفعل
3 to try and impress somebody	-show off يتباهى / يتفاخر
4 to suddenly start crying	-burst into tears ينفجر بالبكاء
5 to behave in a silly way	-mess about يثير الفوضى / يتصرف بطريقة سخيفة
6 to criticise someone	-have a go at somebody يوجه اللوم لشخص ما / ينتقد
7 to give someone a lot of attention	-make a fuss of somebody يثير الضجة حول شخص ما / يهتم بشخص
8 to help other people resolve an argument	-be the peacemaker كن وسيط السلام / مصلحا
9 to speak to somebody angrily about something wrong that they have done	-tell somebody off ينتقد شخص ما / يتحدث بغضب

Distinguishing between facts and

An opinion الرأي	An opinion is an individual's belief or viewpoint. It is subjective, rather than being based on evidence. It may be signalled by the use of such words as feel, believe or think or phrases الراي هو وجهة النظر أو الاعتقاد الشخصي – هو ذاتي وليس مبني على دليل – يمكن الإشارة إليه بكلمات مثل : I have the impression that ... such as If you ask me ... /
A fact الحقيقة	A fact is something for which there is some objective evidence which can be checked or verified. It may be signalled by a phrase الحقيقة هي شيء مبني على دليل موضوعي حيث يمكن التحقق منه أو اثباته – ويمكن الإشارة إليه بعبارات مثل such as The data shows .../ The research indicates ...

word / phrase	Definition	meaning
a subsistence make ends meet hand-to-mouth	1. to have just enough money to buy what you need	لتغطية نفقاتهم تلبية احتياجات المعيشة
living day-to-day	2. dealing with things without thinking about the future	العيش يوما بيوم
went hungry	3. didn't have enough food	جائع
huddled together gathered together	4. sat or stood very close to other people	يتجمعون مع بعض
beg	5. asked for money or food from strangers	يتسول
skinny malnourished	6. very thin	نحيف جدا
feel at home a sense of belonging	7. be comfortable in a particular place	الشعور بالانتماء
housekeeper	8. a person whose job is to look after a house	مدير منزل
orphan	9. a child whose parents have died	يتيم

Positive adjectives	صفات ايجابية	Negative adjectives	صفات سلبية
capable	قادر	bigoted	متعصب
compassionate	عطوف / رحيم	conceited	مغرور
charming	جذاب - فائن	defensive	دفاعي / هجومي
passionate	شغوف / عاطفي	hypocritical	منافق
sincere	صادق / مخلص	immature	غير ناضج
trustworthy	جدير بالثقة	pushy	انتهازي - متعطرس
dedicated	متفاني - مخلص		
idealistic	مثالي		
inspirational	ملهـم		
modest	معتدل - متواضع		
decent	محترم / خلوق / كريم - محتشم		
tough	صارم / قاسي	tough	

Generalising

التعميم

Talking about what is generally true	
On the whole, = In general,	على العموم
In some / many / most cases,	في بعض / معظم الحالات
More often than not,	اغلب الاحيان
Broadly speaking,	بشكل عام
By and large,	عموما
Nine times out of ten,	تسعة من عشرة
90 percent of the time,	غالبا 90 بالمئة
To some/a great extent,	الى حد ما / حد كبير
..... tend to think / say / believe that	يميل الى ان يفكر / يقول / يعتقد
There's a tendency for to	يوجد ميل الى ...

Acknowledging that you are generalizing :

الاعتراف بانك تعمم

Talking about what is generally true	
This is a bit of a sweeping statement, but	هذا بيان شامل إلى حد ما، لكن
I may be overgeneralising, but	ربما أكون مبالغا في التعميم، ولكن
You might think this is an overgeneralisation, but	قد تعتقد أن هذا تعميم مبالغ فيه، لكن

words	meanings
academically gifted	موهوب أكاديميا
challenged enough	يواجه تحديا كافيا
clash between you and a sibling	صدام بينك وبين أحد الأشقاء
colic	مغص
do somebody a favor	يقدم معروفا لشخص ما
go my way	تسير الأمور كما أريد
handle a situation	يتعامل مع الموقف
have a hard time	يواجه وقتا صعبا
in the long run	على المدى البعيد
make ends meet	يكفي لتغطية النفقات/ يلبي حاجاته
stick at something	يثابر على شيء / يستمر في المحاولة
turn out	ينتهي الى - يتبين / يتحول الى
a newborn baby in the family	مولود جديد في العائلة
a row with your best friend	شجار مع صديقك المفضل
flunking an important exam	الرسوب في امتحان مهم
relocating to a different town or country	الانتقال الى مدينة او بلد آخر

Emad Abu Alzumar

UNIT FOUR

Inside Story

word		Synonyms	
decrease (v)	يقل - ينقص	drop - go down	ينخفض - ينزل - يسقط
fake (n)	مزيف	fraud - hoax	خدعة - احتيال
reliable (adj)	موثوق به	dependable - trustworthy	يستحق الثقة - يعتمد عليه
mystery (n)	غامض	enigma - puzzle	أحجية - لغز
signs (n)	إشارات	clues - hints	مفاتيح حل - تلميحات
state (v)	يصرّح	claim - maintain	يدّعي - يؤكد
strange (adj)	غريب	bizarre - weird	غريب - غريب
uncover (v)	يكشف	expose - reveal	يكشف - يفصح عن

Adjectives related to news stories صفات تتعلق بقصص اخبار

Adjective	Meaning	Arabic
hard-hitting	includes strong criticism	ناقد بشدة / شديد التأثير
quirky	unusual in an interesting way	غير عادي / غريب
heartbreaking	very sad	محزن
newsworthy	interesting enough to be reported	يستحق النشر
balanced	considering all sides equally	متوازن
topical	related to things that are happening	له علاقة بما يحدث
off the records	not meant to be publicly reported	غير رسمي (خبر) / غير جاهز
sensational	shocking and exciting, not serious	مثير / صادم (غير جدي)
exclusive	(a news story) published only in one place	حصري
heartwarming	causing feelings of happiness	مفرح

word	Meaning	Arabic
peer	to look at something closely and carefully	يحدّق (ينظر بدقة) عن قرب (المجهر)
glance	to take a quick look at something	يلقي نظرة سريعة
spot	to notice something or someone	يرصد (يلاحظ شيء أو شخص)
gaze		يحدّق النظر بشيء بعيد وجميل (النجوم)
stare		يحدق في الناس بوقاحة
mutter	to speak so quietly that you cannot be heard easily	يتمّم (يتكلم بهدوء ولا يمكن سماعه بسهولة)
mumble		يغمغم (بكلام) – يندندن
bellow	to shout angrily in a low deep voice	يصرخ بغضب لكن بصوت منخفض
yell	to shout loudly, because you are excited or angry	يصرخ بصوت عالي
shriek		يصرخ بذعر
whisper		يهمس
shuffle		يجر قدميه
race	to go somewhere as quickly as possible	يتسابق
wander	to walk in a casual way, often in no particular direction	يتجول
tiptoe		يمشي على رؤوس أصابعه

Collocations – News Reporting : A collocation is a combination of two or more words :

Collocation	Meaning
clickbait headlines	عناوين رئيسية ملفتة للنظر / جذابة
hit the headlines	يتصدر العناوين
expose corruption	يفضح الفساد
reveal the truth	يكشف الحقيقة
reveal an operation	يكشف عن عملية
in the public interest	يهم عامة الناس
verify sources	يتحقق من مصادر
present both sides of the story	يعرض جانبي (رأْيي) القصة / الخبر
fake news	اخبار مزيفة
disprove a theory	يدحض نظرية
refute the allegation	يدحض الإدعاء
bizarre theory	نظرية غريبة
generate revenue	يدر عائد مالي / يولد الإيرادات
attention span	مدة الانتباه
shed light	يلقي الضوء
go viral	ينتشر بسرعة / انتشار واسع النطاق
potentially embarrassing	محتمل ان يكون محرّجا
discuss calmly	يناقش بهدوء
raise awareness	يرفع الوعي
sensational story	قصة (خبر) عما يجري حاليا
come up with a solution	يخرج/ يأتي بحل
put in a request	يضع طلب / يستفسر عن
release a statement	يدلي بتصريح
seize the opportunity	يبتز الفرصة
report the incident to the police	يبلغ الشرطة عن الحادث

Emad Abu Alzumar

word	Meanings	word	Meanings
expression	تعبير	iconic	ايقوني / له اهمية
landscape	مناظر طبيعية	designs	تصاميم
composed	مكون من	propaganda	دعاية
capture	يلتقط	subject	موضوع
evoke a feeling	يثير الشعور	claim	يدعي
crop	يقتص	shuffle	يجر قدميه
posing	تظاهر / تمثيل	snap	يفرقع او يطقطق
poignant	مؤثر	shriek / whisper	يصرخ بذعر
whisper	يهمس	shriek	يصرخ بذعر

Telling an anecdote / رواية حكاية / المحادثة

SAYING THAT AN ANECDOTE IS ABOUT TO START

القول بأن الحكاية على وشك البدء

1. You'll never believe what happened to me the other day
2. That reminds me of the pop star I met in my local supermarket.
3. Have I ever told you about the time we went to England?
4. A friend of a friend told me this story.

GIVING BACKGROUND INFORMATION

إعطاء معلومات أساسية

1. I was travelling down to Amman on the bus.
2. Well, I'm not sure if you know my colleague, Sameer, but he's actually related to a famous actor!
3. There was this guy who had been working there

INTRODUCING A TURNING POINT

تقديم نقطة تحول

1. Suddenly, I heard a loud noise.
2. No sooner had I got on the bus than I noticed it was going in the wrong direction.
3. It turned out that the bus was the express service to Aqaba.
4. Before we knew what was happening, the train pulled out of the station.
5. Guess what?
6. Anyway, to cut a long story short,
7. Hardly had we when

SHOWING THE SPEAKER'S ATTITUDE

إظهار موقف المتحدث

1. I couldn't believe what was happening
2. Obviously, he was trying to travel without a ticket.
3. Presumably, he had left his wallet in the taxi.
4. Unbelievably, he had spent the whole journey sleeping.
5. Apparently, another passenger had bought a ticket for him.
6. And then, to top it all, I had lost my wallet!
7. I mean – I've done it, haven't you?
8. Would you believe it?
9. No word of a lie !

ROUNDING OFF THE ANECDOTE

إنهاء الحكاية

1. It was probably the most embarrassing moment of my life!
2. I'll never do that again.
3. I'll never forget .

Bias	Meaning
facts are exaggerated	الحقائق مبالغ فيها
there are sure to be other jobs in tourism	
stereotypes and overgeneralisations	الصور النمطية والتعميمات المفرطة
everyone in the town was very excited, we have asked for such development for years	
little or no respect for different opinions	احترام قليل او معدوم للآراء المختلفة
I was very surprised to hear that there are some protesters who are against the plan. I am not an activist and I refute the allegation that I tried to obstruct building work last week.	
language is dramatic or emotive	اللغة درامية او عاطفية
the sad old beach restaurants, These restaurants will be too expensive for most local people, tension will also continue until the plans for new roads are moved away from the sensitive nature areas.	
quotation marks to indicate the writer does not agree	استخدام علامات الاقتباس للإشارة الى عدم موافقة الكاتب
There has even been an accusation that I 'am working to promote the hotel company,' but this is not true.	

adverb	Meanings	adverb	Meanings
Obviously	من الواضح	Personally	شخصياً
Theoretically	من الناحية النظرية	Clearly	بوضوح
Disappointingly	بشكل مخيب للآمال	Unbelievably	بشكل لا يصدق
Foolishly	بحماقة	Fortunately	لحسن الحظ
Presumably	من المفترض	Surely	بالتأكيد
Apparently	على ما يبدو		

How to be good at debating	كيف تكون جيداً في المناظرة
1 . Think of lots of possible arguments to support your statement	فكر في الكثير من الحجج الممكنة لدعم بيانك
2 . Analyse the arguments to see how strong they are, and adapt them as needed.	قم بتحليل الحجج لمعرفة مدى قوتها وتكييفها حسب الحاجة
3 . Back up your arguments with good reasons and examples or research.	ادعم حججك بأسباب وأمثلة أو بحث
4 . Make your arguments persuasive, but avoid being too overly emotional.	اجعل حججك مقنعة، ولكن تجنب أن تكون عاطفياً بشكل مفرط
5 . Keep your points relevant.	حافظ على أن تكون نقاطك ذات صلة بالموضوع
6 . Don't exaggerate or make wild claims.	لا تباليغ أو تقدم ادعاءات جامحة

Explaining why your argument is valid	شرح سبب صحة حججك
It is vital to realise that -----	ومن المهم أن ندرك أن
The crucial point is that -----	النقطة الحاسمة هي أن..
It is clearly the case that -----	من الواضح أن ...
I would argue that -----	أود أن أزعّم أن
Referring to research/statistics	الإشارة إلى البحوث / الإحصائيات
In support of this, I could point to -----	ودعماً لذلك، يمكنني أن أشير إلى
There's some evidence that -----	هناك بعض الأدلة على أن
According to -----	حسب ... / وفقاً ل
Giving examples to back up your argument	إعطاء أمثلة لدعم حججك
It is easy to think of many instances in this daily life. For instance -----	من السهل التفكير في ... على سبيل المثال.....
There have been several cases where this has happened -----	كانت هناك عدة حالات حدث فيها هذا
Summarising / Linking your argument to what already has been said	الختيم / ربط حججك بما سبق أن قيل
So, there have been ... therefore, we must conclude that -----	لذلك، كان هناك... لذلك، يجب أن نستنتج أن...
This clearly reinforces everything I have said up until this point.	وهذا يعزز بوضوح كل ما قلته حتى هذه اللحظة

UNIT SIX

word	meaning	Arabic
dustpan and brush	tools or equipment are used in cleaning	مجروود وفرشاة
dishcloth	a piece of clothes or fabric	قطعة قماش / فوطة
label	mark	يعلم / يميز
masking tape	a tool is used to connect things or hide something	شريط لاصق
compact	Small but arranged so that everything fits neatly	مدمجة / مضغوط
excess	extra / things you don't need anymore / additional	زائدة
densely populated	more than its capacity / having a lot of people living together	مكتظة بالسكان
cramped	tiny = very small and restricted / Not having enough space.	ضيق / صغير ولا يكفي
medium-sized	not too big and not too small / Neither small, nor large.	متوسط الحجم
confined	tiny / restricted and small, surrounded by walls	ضيق / صغير ومرتب
get rid of	to remove	يتخلص من
mend	fix = repair	يصلح
replace	change	يستبدل / يغير
stain	spot	بقعة
tangled	knotted	متشابكة
significantly	noted	بشكل ملحوظ

word	meaning	word	meaning
damp	مبلل	spill	يسكب
soak	ينقع	rub	يفرك
clothes	ملابس	undo	يفك
in soapy water	في ماء و صابون	puddle	بركة ماء
toothpaste	معجون اسنان	shattered glass	زجاج متناثر
tangled leads and wires	خيوط وأسلاك متشابكة	scratched screen	شاشة مخدوشة
leaking pipe	تسريب الأنبوب	jar	جرة
kettle/ toaster	غلاية/محمصة خبز	electric devices	أجهزة كهربائية
flat tyre	عجل مبنشر	tumble-dryer	مجفف غسيل أو حماسة
bulb / lamp	لمبة / مصباح	shrink /shrank /shrunk	ينقلص

collocations	Arabic
digital nomad (n)	الرحالة الرقمي / البدوي الرقمي: فئة من البشر قادرة على العمل من أي مكان في العالم
home comforts (n)	الراحة في المنزل
on the move	في حالة تنقل
put down roots	الاحساس بالانتماء للمكان / يستقر
settle down (phr v)	يستقر
(be) tied down to one place	مرتبط بمكان واحد
work remotely	العمل عن بعد
co-working space	مساحة عمل مشتركة
densely populated	مكتظ بالسكان
medium-sized	متوسط الحجم

allowed to	مسموح	forbidden	محرم / محظور	permitted to	مباح / مسموح
managed to	تمكن من	obliged to / by	مُجبر	succeeded in	نجح
required to	مطلوب				


a lot	الكثير من	miles	اميال كثيرة	nowhere near	ولا اي مكان قريب
considerably	بشكل كبير	significantly	بشكل كبير	marginally	هامشيا / قليلا
far	بعيد / كثير	nothing like	لا شيء مثل	slightly	جزئيا / قليلا
way	كثير				

change	replace	يستبدل	remove	get rid of	يتخلص من
fix	mend / repair	يصلح			

SPEAKING : Giving instructions المحادثة / إعطاء تعليمات

Function	Examples	معنى
Explaining what to do توضيح المطلوب - ما يجب عمله	<ul style="list-style-type: none"> - It's advisable to ... - The first thing you do is ... - When / Once you've done that, ... - What you do is ... - All you have to do is ... - The key/main thing to remember is ... - It's vital/essential that you ... 	<p>ينصح بان</p> <p>اول شيء تفعله هو</p> <p>عندما / إذا قمت بذلك،</p> <p>ما تفعله هو</p> <p>كل ما عليك عمله هو</p> <p>الشيء الرئيسي الذي يجب ان تتذكره هو</p> <p>ضروري ان</p>
Explaining what not to do. توضيح غير المطلوب - ما لا يجب عمله	<p>Make sure you don't ...</p> <p>Try to avoid (+ -ing) ...</p> <p>I'd advise you not to ...</p> <p>There's no need to ...</p> <p>Whatever you do, don't ...</p>	<p>إتأكد أن لا</p> <p>حاول تجنب</p> <p>أنصحك أن لا</p> <p>ما في داعي أن</p> <p>مهما فعلت، إياك أن</p>
Finishing the instructions إنهاء التعليمات	And that's it.	وهذا هو المطلوب / هيك تمام

Phrasal verbs	examples	Arabic
break down the freezer	the car broke down لا يأخذ مفعول به	تعطل - الفريزر / يفكك
settle down	He'll settle down soon لا يأخذ مفعول به	يستقر
يمكن فصل الفعل وحرف الجر أو الظرف في هذه الافعال (مع الاسم) إلا إذا كان ضمير فيجب فصله Seperable Phrasal verbs		
carry out		يقوم بـ / يجري
clear up		ينظف
switch on /off	switch on /off the lights	يشغل / يطفى-الضوء
do up = decorate	do up = decorate a room / (do up = get things ready)	يزين / يجهز
mop up / down = remove	mop up / down water	يمسح بقشافة / يزيل سوائل
pick up = choose		يلتقط
sweep up = remove	sweep up broken bits / pieces of glass	يكس / يزيل
wipe down = remove	wipe down the floor / wall / off	يمسح بشكل كامل / يزيل شيء
لا يمكن فصل المفعول به Inseperable Phrasal verbs		
run out of = finish	run out of sugar	ينفد / يخلص / ينتهي
get rid of = remove	get rid of stains/ excess possessions	يتخلص من
come across = find by chance	come across a broken glass / (come across = appear)	يجد بالصدفة / يقابل
keep up with	keep up with the cleaning / the change	يتماشى مع / يواكب
go with	go with cushions / curtains	يتماشى مع / يتناسب
deal with	deal with the rubbish	يتعامل مع
smash into		يتحطم الى

Quantifiers	meaning	
All		 100%
Nearly all	Almost all	
Most	The vast / majority	
Many	A significant number / Several (of) / Much	
Some	Just over half / Approximately half / Around half	
A handful of	A few / A small number of	
Very few	Hardly any / Very little	

UNIT SEVEN

Is it Fair ?

VOCABULARY مفردات

SB – page 16

Collocations متلازمات	Meaning
contaminate fresh water supplies	تلوث إمدادات المياه العذبة
provide water filters	تزويد/ توفير فلاتر مياه
environmental problems	مشاكل بيئية
install new toilets	تركيب حمامات جديدة
look at the problem from a different angles	النظر الى المشكلة من زوايا مختلفة
share thoughts	يشارك الأفكار
broken pipes	انابيب مكسورة
natural disasters	كوارث طبيعية
gender equality	المساواة بين الجنسين
bright ideas	أفكار رائعة
prove-d (proven) (something) right	يثبت صحة شيء / رأي ما

Words	Meaning
intern متدرب	a (usually young) person who does a job to get experience of it and to learn شخص (عادة ما يكون شاباً) يقوم بعمل ما للحصول على خبرة فيه والتعلم
Proceeds منافع / عائدات	the total money received from selling or organising something اجمالي الأموال المستلمة من بيع أو تنظيم شيء ما
foundation مؤسسة	an organisation started for a specific purpose, such as research منظمة بدأت لغرض محدد، مثل البحث
commission عمولة	money that is paid to a salesperson for selling something المال الذي يُدفع إلى البائع مقابل بيع شيء ما
industrious كادح	being busy or working very hard أن تكون مشغولاً أو تعمل بجِد
anonymous مجهول	referring to someone whose name is not known or not made public يشير إلى شخص لا يُعرف اسمه أو لم يتم الإعلان عنه
integral متكامل	very important to, or an essential part of something, مهم جداً أو جزء أساسي من شيء ما
ill-equipped غير متسلح بـ (مهارات/خبرات)	not having the correct tools or skills to do something عدم امتلاك الأدوات أو المهارات الصحيحة للقيام بشيء ما

word	meaning	word	meaning
facilities	مرافق	racism	عنصرية
homelessness	التشرد	unemployment	بطالة
immigration	هجرة	opportunities	فرص
institution	مؤسسة	equal	متساوي
expand	يتوسع	enforce	يجبر / ينفذ قانون
prove	يثبت	justify	يبرر

Verbs	Meaning	Arabic meaning
set up	put in position	يشرح بـ
set out	begin a task with a particular aim or goal	يجهز
deal with	take action to solve a problem	يتعامل مع
eat from	eat out of	يأكل من
protect against	take care of someone or something	يحمي من
survive on	stay alive	يبقى حيا / ينجو
participate in	take part in somethin	يشارك في
call to	say something loudly	ينادي على

Work out the differences in meaning of the highlighted words.

1. a. They **set out** to discover why and reveal the mysteries of the underwater world.
b. The cameras were **set up** in different locations.

أ. انطلقوا لاكتشاف السبب وكشف أسرار العالم تحت الماء.
ب. وُضعت الكاميرات في مواقع مختلفة.

set out - begin a task with a particular aim or goal;
set up - put in position

2. a. Every day, **over** 10,000 acres of trees are lost.
b. You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres **above** our planet.

أ. يُفقد أكثر من ١٠٠٠٠ فدان من الأشجار يوميًا.
ب. يُمكنك رؤية العواصف في السحب وهي تمر فوق بلدان مختلفة، ... جميعها مُصوَّرة من ارتفاع ٤٠٠ كيلومتر فوق كوكبنا.

over - is used with certain numbers (ages, speed, amounts) to
above - is used to mean higher than; mean more than

3. a. Doctors **tested** her and discovered she would be permanently deaf and blind.
b. The documentary **proves** that having a disability does not always stop people from doing amazing things.

أ. أجرى الأطباء فحصًا لها واكتشفوا أنها ستصاب بالصمم والعمى الدائمين.
ب. يُثبت الفيلم الوثائقي أن الإعاقة لا تمنع الناس دائمًا من القيام بأشياء مذهلة.

test - take measures to check something;
prove - use evidence to show the truth

4. a. **The fact** that she could not see or hear did not stop her from enjoying the same things as all of us.
b. **In fact** she also helped many other people with disabilities.

أ. لم يمنعها ضعفها البصري أو السمعى من الاستمتاع بالأشياء التي نستمتع بها جميعًا.
ب. في الواقع، ساعدت أيضًا العديد من الأشخاص ذوي الإعاقة.

The fact - refers forward to what is being discussed;
In fact - refers to the truth of a situation, especially if we didn't expect this to be the case

function	Examples	معنى
strong opinion رأي قوي	- It goes without saying that ... - Without a shadow of a doubt, ... - Frankly , I think it's obvious that ...	ونغي عن القول أن ... دون أدنى شك، ... بصراحة، أعتقد أنه من الواضح أن
less strong opinion رأي أقل قوة	- As far as I'm concerned , ...	بالنسبة لي،
counter opinion رأي مضاد	- It's a good idea in principle , but ... - I can see where they're/you're coming from, but...	إنها فكرة جيدة من حيث المبدأ، لكن ... أستطيع أن أفهم (أرى) من أين جاءت (الأفكار) / جئت به (الأفكار) ولكن ...
tentative opinion رأي مبدئي	- I'm no expert , but ... - I tend to think (that) ... - I'm inclined to think (that) ...	أنا لست خبيراً، ولكن ... أميل إلى التفكير (أن) ... أنا أميل إلى التفكير (أن) ...
challenging somebody else's opinion تحدي رأي شخص آخر	- That's debatable , isn't it? - You're entitled to your opinion, but ... - Are you saying that ...?	هذا قابل للنقاش، أليس كذلك؟ يحق لك إبداء رأيك، لكن ... هل تقول ذلك...؟

Phrasal Verbs	meanings
A. protect against يحمي من	5. take care of someone or something يعتني بشخص أو شيء
B. eat from يتناول الطعام من	3. eat out of يتناول الطعام
C. participate in يشارك في	6. take part in something يشارك في شيء
D. survive on يبقى على قيد الحياة	2. stay alive by using the object of the sentence يبقى على قيد الحياة باستخدام المفعول به في الجملة
E. call out to يستدعي / ينادي	4. say something loudly يقول شيئاً بصوت عالٍ
F. deal with يتعامل مع	1. take action to solve a problem يتخذ إجراءً لحل مشكلة

UNIT EIGHT - Digital Perspectives افاق رقمية

compatibility(n)	موافقة	The ability of one piece of equipment software to be used with another القدرة على استخدام قطعة واحدة من المعدات/البرمجيات مع قطعة أخرى
functionality	وظيفة /كيفية عمل	everything a piece of software can do كل ما يمكن لقطعة من البرمجيات أن تفعله.
Upgrade(v)	يحدث	change for something newer or better
handle(v)	يتعامل مع	deal with

appealing	جذاب	attractive or interesting
influential	مؤثر	able to change what people do or think
endless	بلا نهاية	in large quantities or for a long time
upbeat مبهج	متفائل / مفعم بالحيوية	positive and cheerful
envious	حسود / غيور	wanting something that someone else has

wearable	يمكن ارتداؤه / اجهزة قابلة للارتداء	embedded	يتم تضمينها او يتم دمجها
overall (adj)	الكلي / الاجمالي	superficial	سطحي
deceptive	خادع	flattering	متملق

Technology, Synonyms التكنولوجيا، المرادفات

obsolete old-fashioned outdated dated	عفا عليه الزمن قديم ولا يتماشى مع الحديث عتيق / غير مواكب للعصر قديم وغير مرغوب/سلبى	not in use anymore because a newer invention exists لم يعد قيد الاستخدام بسبب وجود اختراع أحدث الطراز القديم old-fashioned
state-of-the-art latest	الاحداث احدث	using the most recent ideas and methods / most modern استخدام أحدث الأفكار والأساليب الحديثة
bugs glitches	خلل/ عطل	small problems that prevent a device from working well مشاكل صغيرة تمنع الجهاز من العمل بشكل جيد
appliances gadgets devices	أجهزة منزلية كهربائية ادوات صغيرة أجهزة صغيرة	

Conjunctions of contrast	روابط تناقض + جملة	while, whereas	بينما
Conjunctions of concession	روابط تناقض + شبه جملة	although, even though	بالرغم من
Preposition of contrast	حروف جر تناقض	despite, in spite of	بالرغم من
Adverbs of contrast	ظروف تناقض	however, nevertheless, nonetheless	لكن

attribute (n)	سمة / خاصية	facial recognition software	برمجية التعرف على الوجه
illustrate (v)	يوضح	hack into something	اختراق شيء
track (v)	يتابع / يراقب	smart device	جهاز ذكي
alert (v)	ينبه	household appliance (n)	اجهزة منزلية
enhance (v)	يعزز	malfunction (n)	عطل / خلل
decline (n,v)	ينخفض / انخفاض	sharply (adv)	بحدة
decrease (n, v)	ينقص/ نقصان	slightly (adv)	قليلا
increase (n, v)	يزيد / زيادة	gradually	تدريجيا
drop (n,v)	يسقط / إسقاط	steadily (adv)	بثبات
curate (v)	ينسق شيئاً	remain steady	لا يزال ثابت
upwards	للاعلى	sensor (n)	حساس، اجهزة استشعار
downwards (adv)	للاسفل	flaw (n)	عيب
growth (n)	نمو	Selfies	صور سيلفي
features	ملامح / مظاهر	hack	بخرق

Phrasal verbs

break off (from)	stop	يتوقف / ينقطع عن
hold down	keep	يحتفظ / يبقّي / يمسك ب
calm down	relax	يهدأ / يستريح
bump into	see	يرى / يصادف
go up	increase	يرتفع
go down	decrease	ينخفض
eat away at someone	make someone feel very bad	يقلق (شخص) / يجعله حزين جدا
fit in	feel part of the group	ينسجم / يندمج / يتأقلم
come up against	encounter	يواجه / يصطدم ب
go through	experience	يمر بتجربة / يختبر
back up	make a copy of information held on (stored on) a computer or other device so it won't be lost	يحتفظ بنسخة احتياط
end up (doing something)	finish	ينتهي الأمر بفعل شيء ما

alert ينبه	hack يخترق	sensors جهاز استشعار	facial recognition software البرمجية للتعرف على الوجه
track يراقب	malfunction عطل	smart devices اجهزة ذكية	household appliance اجهزة كهربائية منزلية
wearables ما يمكن ارتداؤه	embedded مدمج		

Conjunctions of contrast	روابط تناقض + جملة	while, whereas	بينما
Conjunctions of concession	روابط تناقض + شبه جملة	although, even though	بالرغم من
Preposition of contrast	حروف جر تناقض	despite, in spite of	بالرغم من
Adverbs of contrast	ظروف تناقض	however, nevertheless, nonetheless	لكن

UNIT NINE Highs and Lows الاشياء الجيدة والاشياء السيئة

affluent	غني / ميسور الحال	lucrative	مربح / ذو عائد مالي جيد
costly	مكلف / باهظ الثمن / غالي	splash out	ينفق بسخاء / يبذر في الكماليات
extravagant	مسرف / مبالغ في الانفاق	well-off	ميسور الحال / ثري

Success النجاح	flourish	يزدهر
	masterstroke	خطوة عبقرية
	pay off	يثمر
Failure الفشل	blunder	خطأ فادح
	flop	فشل ذريع
	get nowhere	لا يحرز تقدما
	mess up	يرتكب خطأ
	setback	نكسة

acknowledge	يعترف / يقر	admit	يعترف
make amends	يجري تعديلات	take the blame	يتحمل اللوم
offer an apology	يقدم عذر		

Binomials

التركيب الثنائية

pick and choose = select	اختر بعناية	safe and sound = with no problems	امن وسليم
ups and downs = good and bad times	تقلبات الحياة / نجاح وفشل	give and take	خذ واعط
sooner or later = at some point	عاجلا ام اجلا	there and then = immediately	فورا / في الحال
take it or leave it = accept it or don't	اقبل او ارفض	touch and go = uncertain	غير مؤكد
more or less = about = almost	تقريبا / الى حد ما	slowly but surely	ببطء ولكن بثبات
peace and quiet	الهدوء والسكينة	highs and lows = good and bad times	نجاحات واخفاقات

have the chance / opportunity	لديك الفرصة
give the chance / opportunity	يعطي لك الفرصة
last chance / opportunity	آخر فرصة
grab the chance / opportunity	يغتنم الفرصة
a slim chance (possibility)	فرصة ضعيفة
a very little chance	فرصة ضئيلة جدا
take the chance / opportunity to do something	يستفيد من الفرصة لعمل شيء / ينتهز الفرصة
worth the risk	يستحق المخاطرة
run the risk	يتحمل المخاطرة
What luck !	باله من حظ!
a lucky break	ضربة حظ

Phrases

considered your option	thought carefully about what to do.	فكر بعناية بما ستفعله
did the trick	had the necessary result he wanted.	يحقق النتيجة المطلوبة يحصل على ما يريد
got off relatively lightly	experienced less harm than might be expected.	ينجو من الموقف بأقل ضرر متوقع
went through the ordeal	had a very difficult or painful experience.	يمر بتجربة مؤلمة او صعبة / محنة
had no choice but to do something	was forced to do something.	ليس لديك خيار / مجبر على فعل الشيء
kept (somebody) going	helped him to continue, despite the difficult situation.	يساعد الشخص على الاستمرار في المواقف الصعبة
make oneself understood	communicate effectively.	يتواصل بشكل فعال / يجعل الشخص يفهم ما تعنيه
take its toll on somebody	caused harm or suffering.	يتسبب بأذى او معاناة
took something for granted	believed something without even thinking about it.	يسلم بالشيء بدون حتى ان يفكر
take somebody's mind off something	stop somebody from worrying about something.	تبعد تفكير الشخص عن القلق بموضوع ما
(Not) have a clue	be unable to guess something.	ليس لديك فكرة / غير قادر ان تخمن شيء ما

Speaking – discussing the advantages and disadvantages

مناقشة المزايا والعيوب

A ...	major رئيسي	advantage <u>of</u> ميزة او فائدة من	is that
One ...	minor ثانوي	Argument <u>for / against</u> 1 حجة مع / ضد	
Another ...	obvious واضح	benefit <u>of</u> فائدة من	
The first ...	possible ممكن	good point <u>about</u> 2 نقطة جيدة حول	
	potential محتمل	positive aspect <u>of</u> الجانب الايجابي من	
	significant مهم	argument <u>for</u> 3 حجة لصالح	
		disadvantage <u>of / to</u> عيب من / على	
		downside <u>of / to</u> 4 الجانب السلبي من	
		drawback <u>of / to</u> 5 عيب من / على	
		negative aspect <u>of</u> الجانب السلبي من	
		minus point <u>of</u> النقطة السلبية من	

1. A major advantage of ----- is that -----
2. One obvious benefit of ----- is that -----
3. The first possible argument for ----- is that -----

1. Complete the correct collocation . spread a -----.

- a. touch b. contact c. message d. letter

2. Complete the correct collocation . carry a -----

- a. touch b. contact c. message d. letter

3. Complete the correct collocation . stay in -----

- a. touch b. contact c. message d. letter

4. Complete the correct collocation . maintain -----

- a. touch b. contact c. message d. letter

5. The phrasal verb ----- means “to solve a problem or understand something”

- a. figure out b. take in c. get across d. come across

6. The phrasal verb ----- means “to successfully communicate a message”

- a. figure out b. take in c. get across d. come across

7. The phrasal verb ----- means “to understand and remember something you are told”

- a. figure out b. take in c. get across d. come across

8. The phrasal verb ----- means “to see something with difficulty”

- a. point out b. spell out c. wipe out d. make out

9. The phrasal verb ----- means “to destroy something completely”

- a. point out b. spell out c. wipe out d. make out

10. The phrasal verb ----- means “to explain something very clearly”

- a. point out b. spell out c. wipe out d. make out

11. The phrasal verb ----- means “to cause something to happen”

- a. bring about b. spell out c. pick up d. make out

12. Complete the following idiom : make a favourable -----

- a .conversation b. laugh c. small talk d. impression

13. Complete the following idiom : strike up a -----

- a .conversation b. laugh c. small talk d. impression

14. Complete the following idiom : have a -----

- a .conversation b. laugh c. small talk d. impression

15. Complete the following idiom : pay a -----

- a. compliment b. bond c. across d. off

16. Complete the following idiom : create a -----

- a. compliment b. bond c. across d. off

17. Complete the following idiom : hit it -----

- a. compliment b. bond c. across d. off

18. Complete the following idiom : jump down somebody's -----

- a. throat b. spot c. drop d. edgways

19. Complete the following idiom : not get a word in -----

- a. throat b. spot c. drop d. edgways

20. Complete the following idiom : refuse to let something -----

- a. throat b. spot c. drop d. edgways

21. Complete the following idiom : ----- on having the last word

- a. refuse b. insist c. word d. jump

22. The phrase “ fire questions at someone” means -----

- a. to have to make the final point b. to embarrass some one
c. to ask someone a lot of questions quickly d. to react angrily to something

23. The phrase “**put somebody on the spot**” means -----
 a. to have to make the final point b. to embarrass some one
 c. to ask someone a lot of questions quickly d. to react angrily to something
24. The synonym of the word “**astonished**” is -----
 a. frightened b. furious c. confused d. surprised
25. The synonym of the word “**livid**” is -----
 a. frightened b. furious c. confused d. surprised
26. The synonym of the word “**terrified**” is -----
 a. frightened b. furious c. confused d. surprised
27. The synonym of the word “**ecstatic**” is -----
 a. confused b. sad c. thrilled d. nervous
28. The synonym of the word “**tense**” is -----
 a. confused b. sad c. thrilled d. nervous
29. The synonym of the word “**bewildered**” is -----
 a. confused b. sad c. thrilled d. nervous
30. The synonym of the word “**devastated**” is -----
 a. confused b. sad c. thrilled d. nervous
31. You have to learn ----- different topics in your life.
 a. on b. about c. to d. off
32. Some students rely ----- social media in their studies.
 a. on b. about c. to d. off
33. The phrase which expresses “**relief**” is -----
 a. that is a weight of my mind b. I am feeling abit blue
 c. I am worried sick about d. I am walking on air
34. The phrase which expresses “**sadness**” is -----
 a. that is a weight of my mind b. I am feeling abit blue
 c. I am worried sick about d. I am walking on air
35. The phrase which expresses “**anxiety**” is -----
 a. that is a weight of my mind b. I am feeling abit blue
 c. I am worried sick about d. I am walking on air
36. The phrase which expresses “**surprise**” is -----
 a. I can’t stop smiling b. you have got to be kidding me
 c. is driving me up the wall d. I am heart broken
37. The phrase which expresses “**happiness**” is -----
 a. I can’t stop smiling b. you have got to be kidding me
 c. is driving me up the wall d. I am heart broken
38. The phrase which expresses “**annoyance**” is -----
 a. I can’t stop smiling b. you have got to be kidding me
 c. The noise is driving me up the wall d. I am heart broken
39. The synonym of the word “**exasperated**” is -----
 a. confused b. furious c. thrilled d. annoyed
40. stay in -----
 a. contact b. message c. touch d. off
41. I was embarrassed when he----- that I had made some basic spelling mistakes.
 a. pointed out b. made out c. came across d. brought about

42. It was cloudy, but he could still -----the distant star.

- a. point out b. make out c. come across d. bring about

43. I -----an interesting article about space exploration the other day.

- a. pointed out b. made out c. came across d. brought about

44. Technology has -----many changes in the way we live.

- a. pointed out b. made out c. came across d. brought about

45. My science teacher is very good at -----difficult ideas so that we always understand them.

- a. getting across b. figuring out c. spelling out d. picking up

46. It took me ages to -----exactly how to use the telescope.

- a. get across b. figure out c. spell out d. pick up

47. You don't understand? Do I have to -----what I mean?

- a. get across b. figure out c. spell out d. pick up

48. I found it hard to understand what the physics teacher was talking about.

The sentence which has the same meaning as the one above is -----

- a. I found it hard to figure out what the physics teacher was talking about.
b. I found it hard to spell out what the physics teacher was talking about.
c. I found it hard to point out what the physics teacher was talking about.
d. I found it hard to take in what the physics teacher was talking about.

49. You must explain your idea very clearly so he understands.

The sentence which has the same meaning as the one above is -----

- a. You must spell out your idea so he understands. c. You must bring about your idea so he understands.
b. You must take in your idea so he understands. d. You must point out your idea so he understands.

50. Rana has drawn my attention to a problem.

The sentence which has the same meaning as the one above is -----

- a. Rana has pointed out a problem to me. c. Rana has taken in a problem to me.
b. Rana has brought about a problem to me. d. Rana has picked up a problem to me.

51. I couldn't process so much information.

The sentence which has the same meaning as the one above is -----

- a. I couldn't take in all the information. c. I couldn't get across all the information.
b. I couldn't bring about all the information. d. I couldn't come across all the information.

52. The arrival of aliens could cause panic.

The sentence which has the same meaning as the one above is -----

- a. The arrival of aliens could bring about panic. c. The arrival of aliens could spell out panic.
b. The arrival of aliens could figure out panic. d. The arrival of aliens could point out panic.

53 . Sharing a house creates a strong -----

- a. bond between young people at university. c. small talk between young people at university.
b. laugh between young people at university. d. conversation between young people at university.

54 . My tutor and I really hit ----- .

- a. bond between young people at university.
b. a laugh when we get together.
c. it off, so I'm looking forward to our lessons together.
d. small talk and I often end up saying silly things.

- 55 . My friends and I always have ----- .
 a. bond between young people at university. c. small talk and often end up saying silly things .
 b. laugh when we get together . d. conversation when I meet someone new.
- 56 . I met our new neighbours and I took -----.
 a. bond between young people at university. c. impression on her new tutor.
 b. laugh when we get together . d. to them immediately .
- 57 . I'm not good at making ----- .
 a. small talk and often end up saying silly things .
 b. laugh when we get together .
 c. across as a confident person, I'm actually quite shy.
 d. to them immediately .
- 58 . Although I may come ----- .
 a. small talk and often end up saying silly things .
 b. a conversation when I meet someone new
 c. across as a confident person, I'm actually quite shy.
 d. to them immediately .
- 59 . I always try to strike up ----- .
 a. you a compliment, smile and say 'thank you'.
 b. a conversation when I meet someone new
 c. across as a confident person, I'm actually quite shy.
 d. a favourable impression on her new tutor.
- 60 . Thankfully, Jenna made -----.
 a. you a compliment, smile and say 'thank you'.
 b. a conversation when I meet someone new
 c. across as a confident person, I'm actually quite shy.
 d. a favourable impression on her new tutor.
- 61 . If someone pays ----- .
 a. you a compliment, smile and say 'thank you'.
 b. a conversation when I meet someone new
 c. across as a confident person, I'm actually quite shy.
 d. a favourable impression on her new tutor.
62. He started talking to the new neighbour.
 The sentence which has the same meaning as the one above is -----
 a. He struck up a conversation with the new neighbor.
 b. He came across with the new neighbor.
 c. He paid a compliment with the new neighbor.
 d. He had a laugh with the new neighbor.
63. She gave the impression of being very self-confident.
 The sentence which has the same meaning as the one above is -----
 a. She struck up a cversation as being very self-confident.
 b. She came across as being very self-confident.
 c. She paid a compliment as being very self-confident.
 d. She had a laugh as being very self-confident.
64. Abeer commented on how nice her shoes were.
 The sentence which has the same meaning as the one above is -----
 a. Abeer struck up a conversation about her shoes. c. Abeer paid a compliment about her shoes.
 b. Abeer came across about her shoes. d. Abeer had a laugh about her shoes.

65. I immediately liked him.

The sentence which has the same meaning as the one above is -----

- a. I struck up a conversation to him immediately.
- b. I hit it off him immediately.
- c. I paid a compliment to him immediately.
- d. I took to him immediately.

66. We found it really funny.

The sentence which has the same meaning as the one above is -----

- a. We had a laugh to him immediately.
- b. We hit it off him immediately.
- c. We paid a compliment to him immediately.
- d. We took to him immediately.

67. I didn't really like her friends when I met them.

The sentence which has the same meaning as the one above is -----

- a. I didn't really hit it off with her friends when I met them.
- b. I didn't really had a laugh with her friends when I met them.
- c. I didn't really paid a compliment with her friends when I met them.
- d. I didn't really struck up a conversation with her friends when I met them.

68. We ----- right from the start. We talked all day!

- a. took to
- b. real bond
- c. hit it off
- d. had a laugh

69. We created a ----- . I felt like I'd known her for a year, not an hour.

- a. took to
- b. real bond
- c. hit it off
- d. had a laugh

70. I don't usually like someone immediately but I really ----- him.

- a. took to
- b. real bond
- c. hit it off
- d. had a laugh

71 . My grandparents are really funny. We always have a good ----- .

- a. took to
- b. real bond
- c. hit it off
- d. laugh

72 . It's sometimes difficult to ----- a conversation with people you don't know.

- a. pass on
- b. real bond
- c. hit it off
- d. strike up

73 . It's sometimes difficult to ----- a conversation with people you don't know.

- a. pass on
- b. real bond
- c. hit it off
- d. strike up

74. The idiom " jump down somebody's throat " means -----

- a. to embarrass someone by forcing them to answer a difficult question
- b. to react angrily to something
- c. to ask someone a lot of questions quickly
- d. to not stop talking about something

75. The idiom " put somebody on the spot " means -----

- a. to embarrass someone by forcing them to answer a difficult question
- b. to react angrily to something
- c. to ask someone a lot of questions quickly
- d. to not stop talking about something

76. The idiom " fire questions at someone " means -----

- a. to embarrass someone by forcing them to answer a difficult question
- b. to react angrily to something
- c. to ask someone a lot of questions quickly
- d. to not stop talking about something

77. The idiom " refuse to let something drop " means -----

- a. to embarrass someone by forcing them to answer a difficult question
- b. to react angrily to something
- c. to ask someone a lot of questions quickly
- d. to not stop talking about something

78. The idiom “ **insist on having the last word** “ means -----

- a. to have to make the final point
- b. to react angrily to something
- c. to ask someone a lot of questions quickly
- d. to be unable to say anything because someone else is talking all the time

79. The idiom “ **not get a word in edgeways** “ means -----

- a. to have to make the final point
- b. to react angrily to something
- c. to ask someone a lot of questions quickly
- d. to be unable to say anything because someone else is talking all the time

80. Then the boss asked me to say who I thought was to blame. It was so embarrassing!

Which idiom has the same meaning with the above situation :

- a. refuse to let something drop
- b. fire questions at someone
- c. put somebody on the spot
- d. insist on having the last word

81. You always have to be the last one to speak, don't you ?

Which idiom has the same meaning with the above situation :

- a. refuse to let something drop
- b. fire questions at someone
- c. put somebody on the spot
- d. insist on having the last word

82. I told him I didn't want to talk about it anymore, but he wouldn't stop.

Which idiom has the same meaning with the above situation :

- a. refuse to let something drop
- b. fire questions at someone
- c. put somebody on the spot
- d. insist on having the last word

83. He just kept asking me one thing after another for what seemed like ages.

Which idiom has the same meaning with the above situation :

- a. refuse to let something drop
- b. fire questions at someone
- c. put somebody on the spot
- d. insist on having the last word

84. When I told her I was going to be a few minutes late , she got really angry!

Which idiom has the same meaning with the above situation :

- a. jump down somebody's throat
- b. fire questions at someone
- c. put somebody on the spot
- d. not get a word in edgeways

85. She talked so much that I didn't manage to say anything at all during lunch.

Which idiom has the same meaning with the above situation :

- a. jump down somebody's throat
- b. fire questions at someone
- c. put somebody on the spot
- d. not get a word in edgeways

86 . Complete the following idiom : “ ----- questions at someone. “

- a. throw
- b. fire
- c. drop
- d. stop

87 . Complete the following idiom : “ **insist on having the last** ----- . “

- a. say
- b. fire
- c. word
- d. neck

88 . Complete the following idiom : “ **put somebody** ----- the spot “

- a. in
- b. at
- c. about
- d. on

89 . Complete the following idiom : “ **jump down somebody's** ----- “

- a. neck
- b. throat
- c. edgeways
- d. sideways

90 . Complete the following idiom : “ **not get a word in** ----- “

- a. neck
- b. throat
- c. edgeways
- d. sideways

91 . Complete the following idiom : “ **refuse to let something** ----- “

- a. stop
- b. fire
- c. drop
- d. throw

92 . Complete the following idiom : “ Get ----- of here “

- a. off b. out c. on d. for

93 . Complete the following idiom : “ I am worried ----- about “

- a. ill b. mind c. brain d. sick

94 . Complete the following idiom : “ That’s a weight of my ----- “

- a. ill b. mind c. brain d. sick

95 . Complete the following idiom : “ Now, I can ----- a sigh of relief “

- a. understand b. blow c. breathe d. make

96. Complete the following idiom : “ You have got to be ----- me “

- a. understand b. kidding c. joking d. breathe

97 . Complete the following idiom : “ It’s been keeping me ----- at night “

- a. out b. on c. in d. up

98 . Complete the following idiom : “ Who would have ----- of it “

- a. understood b. brought c. thought d. fought

99 . Complete the following idiom : “ Thank ----- “

- a. happiness b. sadness c. annoyance d. goodness

100 . What does the following phrase express ? : “ I am heart broken “

- a. happiness b. sadness c. annoyance d. goodness

101 . What does the following phrase express ? : “ This computer is driving me up the wall! “

- a. happiness b. sadness c. annoyance d. goodness

102 . What does the following phrase express ? : “ I am walking on air ! “

- a. happiness b. sadness c. annoyance d. goodness

103 . What does the following phrase express ? : “ I am feeling a bit down in the dumps. “

- a. happiness b. sadness c. annoyance d. goodness

104 . What does the following phrase express ? : “I am feeling a bit blue. “

- a. happiness b. sadness c. annoyance d. goodness

105 . What does the following phrase express ? : “ I can’t stop smiling ! “

- a. happiness b. sadness c. annoyance d. goodness

106 . What does the following phrase express ? : “ I’ve had it up to here with the traffic in this city. “

- a. happiness b. sadness c. annoyance d. goodness

107 . What does the following phrase express ? : “ Her voice really gets on my nerves. “

- a. happiness b. sadness c. annoyance d. goodness

108. I’m extremely concerned about my aunt – she isn’t very well.

Which idiom has the same meaning as the underlined phrase above :

- a. I’m worried sick c. That’s a weight of your mind
b. It’s been keeping me up at night d. I’ve had it up to here with

109. I’m completely fed up with people gossiping behind my back.

Which idiom has the same meaning as the underlined phrase above :

- a. I’m worried sick c. That’s a weight of your mind
b. It’s been keeping me up at night d. I’ve had it up to here with

110. That must be a relief for you.

Which idiom has the same meaning as the underlined phrase above :

- a. I’m worried sick c. That’s a weight of your mind
b. It’s been keeping me up at night d. I’ve had it up to here with

111. I can see my grandparents struggle to learn -----the latest developments in computing.

- a. on b. to c. about d. for

112. Social media sites explain ways that parents can have control -----their children's internet use.

- a. on b. to c. about d. for

113. We know that social media directs advertisements -----its users.

- a. on b. to c. about d. for

114. Too many children probably rely ----- social media to make friends.

- a. on b. to c. about d. for

1	C	13	A	25	B	37	A	49	A	61	A	73	D	85	D	97	D	109	D
2	C	14	B	26	A	38	C	50	A	62	A	74	B	86	B	98	C	110	C
3	A	15	A	27	C	39	D	51	A	63	B	75	A	87	C	99	D	111	C
4	B	16	B	28	D	40	C	52	A	64	C	76	C	88	D	100	B	112	A
5	A	17	D	29	A	41	A	53	A	65	D	77	D	89	B	101	C	113	B
6	C	18	A	30	B	42	B	54	C	66	A	78	A	90	C	102	A	114	A
7	B	19	D	31	B	43	C	55	B	67	A	79	D	91	C	103	B		
8	D	20	C	32	A	44	D	56	D	68	C	80	C	92	B	104	B		
9	C	21	B	33	A	45	A	57	A	69	B	81	D	93	D	105	A		
10	B	22	C	34	B	46	B	58	C	70	A	82	A	94	B	106	C		
11	A	23	B	35	C	47	C	59	B	71	D	83	B	95	C	107	C		
12	D	24	D	36	B	48	A	60	D	72	D	84	A	96	B	108	A		

UNIT TWO

Emad Abu Alzumar

1. Complete the following idiom : To ----- your head in the sand.

- a put b. bury c. carry d. conceal

2. Complete the following idiom : like a ----- rag to a bull.

- a .blue b. black c. red d. green

3. Complete the following idiom : as ----- as a bat

- a .blind b. deaf c. cross-eyed d. one-eyed

4. Complete the following idiom : have a ----- memory

- a. bat b. bull c. shark d. fish

5. ----- means "an imaginary place where life is extremely difficult"

- a. mamals b.destopia c. reptile d. scales

6. ----- means "someone who illegally catches animals"

- a. predator b. marine c. poacher d. invertebrate

7. ----- means "related to the sea"

- a. furry b. slimy c. nocturnal d. marine

8. ----- means "usually alone"

- a. solitary b.destopia c. reptile d. scales

9. The word that means "awake and active at night" is -----

- a. furry b. nocturnal c. slimy d. marine

10. The word that means "covered in thick, soft hair" is -----

- a. slimy b. furry c. marine d. nocturnal

11. The word that means "covered in liquid" is -----

- a. predator b. marine c. slimy d. invertebrate

12. The word that means “without a backbone” is ----- Emad Abu Alzumar
a. predator b. marine c. poacher d. invertebrate
13. Insects are ----- because they do not have a backbone.
a. invertebrate b. nocturnal c. slimy d. marine
14. Goldfish are ----- creatures that many people keep as pets.
a. predator b. marine c. poacher d. invertebrate
15. I don't like holding fish because they are cold and -----
a. solitary b. destopia c. reptile d. slimy
16. Tortoises are ----- creatures and are usually seen alone.
a. solitary b. destopia c. reptile /solitary d. scales
17. Children love small ----- animals like rabbits and guinea pigs
a. slimy b. furry c. marine d. nocturnal
18. Owls are ----- animals that can see very well at night.
a. slimy b. furry c. marine d. nocturnal
19. 80 percent of the energy we consume is provided by ----- which pollute the atmosphere.
a. soil erosion b. fossil fuels c. exhaust fumes d. vehicle emissions
20. Deforestation causes ----- because tree roots are no longer in place to bind the earth together.
a. acid rain b. soil erosion c. toxic waste d. global warming
21. It is claimed that ----- from cars kill twice as many people as accidents caused by vehicles.
a. exhaust fumes b. habitat loss c. ozone layer d. climate change
22. Up to 300 homes can be powered by one, wind turbine using -----.
a. high humidity b. soil erosion c. renewable energy d. acid rain
23. Habitat loss is the greatest threat to ----- which are close to extinction
a. heavy snow b. chemical waste c. endangered species d. water use
24. For safety reasons, ----- must be stored in sealed containers underground
a. toxic waste b. habitat loss c. ozone layer d. climate change
25. Up to 300 homes can be powered by one, ----- using renewable energy
a. high humidity b. soil erosion c. global warming d. wind turbine
26. ----- damages buildings, forests, and kills fish
a. fossil fuels b. soil erosion c. acid rain d. global warming
27. The gradual increase in the Earth's temperature is called -----
a. fossil fuels b. soil erosion c. global warming d. ozone layer
28. The disappearance of areas that are home to plants and animals is called loss of -----
a. waste b. erosion c. habitat d. temperature
29. Poisonous gases produced by transport engines are called -----
a. heavy snow b. chemical waste c. endangered species d. vehicle emissions
30. Coal, oil and gas are examples of -----
a. toxic waste b. habitat loss c. ozone layer d. fossil fuels
31. Rain that contains lots of pollutants is called -----.
a. high humidity b. soil erosion c. renewable energy d. acid rain
32. ----- are types of animals in danger of extinction.
a. endangered species b. soil erosion c. global warming d. ozone layer

33. What used to be the Aral Sea in Kazakhstan is now just a dry desert with----- heat and only camels.
a. chemical b. habitat c. fossil d. blistering
34. Apart from the overuse of pesticides and water, clothes manufacturing also produces a lot of -----
a. heavy snow b. water use c. toxic waste d. ozone layer
35. The word in bold that is correctly stressed is -----
a. ozone **layer** b. **acid** rain c. **global** warming d. wind **turbine**
36. The underlined word that is correctly stressed is -----
a. climate change b. soil erosion c. industrial waste d. endangered species
37. The word in bold that is correctly stressed is -----
a. renewable **energy** b. exhaust **fumes** c. water **scarcity** d. greenhouse **gases**
38. The underlined word that is correctly stressed is -----
a. toxic waste b. vehicle emissions c. ozone layer d. habitat loss
39. The word that is pronounced as /i:/ is -----
a. species b. heavy c. fuels d. erosion
40. The word that has a short vowel /ɪ/ is -----
a. haet b. feed c. big d. piece
41. The word that is pronounced as /ɪ/ is -----
a. jeans b. tea c. spirit d. please
- 42 . The word that has a long voew /i:/ is -----
a. freeze b. habitat c. fossil d. toxic
- 43 I'm born between a new drinking fountain **and** a plastic recycling bin.
The underlined words above express -----
a. agreement b. indecision c. reaching a decision d. disagreement
- 44 . You're spot on!
The language function of the above sentence is expressing -----
a. agreement b. indecision c. reaching a decision d. disagreement
- 45 . It doesn't grab me.
The language function of the above sentence is expressing -----
a. agreement b. indecision c. disagreement d. reaching a decision
- 46 . It looks as if we agree that the first poster is more suitable.
The underlined words above express -----
a. agreement b. reaching a decision c. indecision d. disagreement
- 47 . I'm ----- the fence about it to be honest.
a. about b. in c. over d. on
- 48 . I can't put my ----- on it, but ...
a. hand b. arm c. finger d. leg
- 49 . Yes, you're ----- , Faten! That's why we need a poster that really makes an impact.
a. as if we agree b. spot on c. grab me d. torn between

50 . I am writing to express my concern about.....

You use the underlined words in writing to -----

- a. state your reasons for writing in the introduction
- b. mention that you expect reply before you sign off
- c. sign off with an appropriate farewell
- d. begin with an appropriate formal greeting

51. Dear Sir/Madam

You use the underlined words in writing to -----

- a. state your reasons for writing in the introduction
- b. mention that you expect reply before you sign off
- c. sign off with an appropriate farewell
- d. begin with an appropriate formal greeting

52. Yours faithfully,

The underlined phrase can be replaced by -----

- a. Yours sincerely
- b. Your response
- c. Dear Mrs Musa
- d. Hi, dear

53. The correct option that follows formal writing conventions is -----

- a. You'll
- b. they are
- c. I'm writing
- d. Hi, dear

54. The sentence which expresses "making a point forcefully" is -----

- a. It is essential that
- b. I am deeply concerned by.
- c. I am writing to draw your attention to
- d. I aurge you.

55. The sentence which expresses "explaining why the issue is important" is -----

- a. It is essential that
- b. I am deeply concerned by.
- c. I am writing to draw your attention to
- d. I aurge you.

56. We use the following sentence: "I am writing to draw your attention to", to express -----.

- a. call to action/asking for action
- b. making a point forcefully
- c. explaining why the issue is important
- d. giving your reasons for writing

57. To make a persuasive presentation, you should focus on getting across just one key-----

- a. message
- b. beginning
- c. connect
- d. ending

58. To make a persuasive presentation, it's vital to ----- with the audience

- a. ending
- b. message
- c. visual
- d. connect

59. They wanted to publish a book, start a rock band, travel across Asia.

The above sentence is an example e of ----- in a persuasive presentation.

- a. emotion
- b. quotation
- c. tripling
- d. repetition

60. The idiom "as blind as a bat" is used -----

- a. to describe something that is guaranteed to make another person angry
- b. to describe someone who can't find something that's right in front of them
- c. to describe someone who has a short memory
- d. to ignore a problem in the hope that it will go away

61. The idiom "like a red rag to a bull" means -----

- a. to describe something that is guaranteed to make another person angry
- b. to describe someone who can't find something that's right in front of them
- c. to describe someone who has a short memory
- d. to ignore a problem in the hope that it will go away

62. The idiom "to bury your head in the sand" means -----

- a. to describe something that is guaranteed to make another person angry
- b. to ignore a problem in the hope that it will go away
- c. to describe someone who has a short memory
- d. to describe someone who can't find something that's right in front of them

63 . Complete the following idiom : “ like a red rag to a -----.”

- a. shark b. spider c. fish d. bull

64 . Complete the following idiom : “ as blind as a /an -----.”

- a. spider b. bat c. bull d. earthworm

65. The function of the signposting phrase ‘In other words, ...’ is -----

- a. to paraphrase what is just said c. concluding
b. introducing the topic d. indicating another example

66. The function of the signposting phrase ‘So, to sum up, ...’ is -----

- a. to paraphrase what is just said c. concluding
b. introducing the topic d. indicating another example

67. The signposting phrase which indicates to a sequencing an argument is -----

- a. I’m going to be talking about ... c. ... whereas ...
b. So, to sum up, ... d. The second thing is ...

68. The signposting phrase which indicates to introducing the topic is -----

- a. I’m going to be talking about ... c. ... whereas ...
b. So, to sum up, ... d. The second thing is ...

1	B	8	A	15	D	22	C	29	D	36	C	43	B	50	A	57	A	64	B
2	C	9	B	16	C	23	C	30	D	37	A	44	A	51	D	58	D	65	A
3	A	10	B	17	B	24	A	31	D	38	D	45	C	52	A	59	C	66	C
4	D	11	C	18	D	25	D	32	A	39	A	46	B	53	B	60	B	67	D
5	B	12	D	19	B	26	C	33	D	40	C	47	D	54	A	61	C	68	A
6	C	13	A	20	B	27	C	34	C	41	C	48	C	55	B	62	B		
7	D	14	B	21	A	28	C	35	B	42	A	49	B	56	D	63	D		

UNIT THREE

1. The phrase “ wind somebody up” which describes ways of behaving means -----

- a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
c. to try and impress somebody d. to suddenly start crying

2. The phrase “ blow things out of proportion” which describes ways of behaving means -----

- a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
c. to try and impress somebody d. to suddenly start crying

3. The phrase “show off ” which describes ways of behaving means -----

- a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
c. to try and impress somebody d. to suddenly start crying

4. The phrase “ burst into tears ” which describes ways of behaving means -----

- a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
c. to try and impress somebody d. to suddenly start crying

5. The phrase “ mess about ” which describes ways of behaving means -----

- a. to give someone a lot of attention b. to behave in a silly way
c. to help other people resolve an argument d. to criticise someone

6. The phrase “ have a go at somebody ” which describes ways of behaving means -----

- a. to give someone a lot of attention b. to behave in a silly way
c. to help other people resolve an argument d. to criticise someone

7. The phrase “ **make a fuss of somebody** ” which describes ways of behaving means -----
a. to give someone a lot of attention b. to behave in a silly way
c. to help other people resolve an argument d. to criticise someone
8. The phrase “ **be the peacemaker** ” which describes ways of behaving means -----
a. to give someone a lot of attention b. to behave in a silly way
c. to help other people resolve an argument d. to criticise someone
9. The phrase “ **tell somebody off** ” which describes ways of behaving means -----
a. to suddenly start crying b. to behave in a silly way
c. to speak to somebody angrily about something wrong that they have done d. to criticise someone
10. Complete the following phrase which describes ways of behaving : “ ----- **with somebody**”
a. compliment b. empathise c. make up d. lose
11. Complete the following phrase which describes ways of behaving : “ **give somebody a** -----”
a. compliment b. empathise c. make up d. lose
12. Complete the following phrase which describes ways of behaving : “ ----- **with somebody**”
a. compliment b. empathise c. make up d. lose
13. Complete the following phrase which describes ways of behaving : “ ----- **your temper** ”
a. compliment b. empathise c. make up d. lose
14. Complete the following phrase which describes ways of behaving : “ ----- **with somebody** ”
a. let b. make fun c. fall out d. put up
15. Complete the following phrase which describes ways of behaving : “ ----- **somebody down** ”
a. let b. make fun c. fall out d. put up
16. Complete the following phrase which describes ways of behaving : “ ----- **of somebody** ”
a. let b. make fun c. fall out d. put up
17. Complete the following phrase which describes ways of behaving : “ ----- **with somebody** ”
a. let b. make fun c. empathise d. put up
18. Complete the following phrase which describes ways of behaving : “ **talk behind somebody’s** ----- ”
a. back b. temper c. down d. fun
19. The following phrases and words describe **the youngest child** in the family :
a. high achievers and want to please their parents.
b. rebellious and can be a bit naughty.
c. don’t have such clear typical characteristics, quieter and good at negotiating.
20. The following phrases and words describe **the middle child** in the family :
a. high achievers and want to please their parents.
b. rebellious and can be a bit naughty.
c. don’t have such clear typical characteristics, quieter and good at negotiating.
21. The following phrases and words describe **the older child** in the family :
a. high achievers and want to please their parents.
b. rebellious and can be a bit naughty.
c. don’t have such clear typical characteristics, quieter and good at negotiating.

22. The phrase and words “**a subsistence / make ends meet / hand-to-mouth**” mean -----
 a. to have just enough money to buy what you need b. didn't have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
23. The phrase “**living day-to-day**” means -----
 a. to have just enough money to buy what you need b. didn't have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
24. The phrase “**went hungry**” means -----
 a. to have just enough money to buy what you need b. didn't have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
25. The phrases “**huddled together / gathered together**” mean -----
 a. to have just enough money to buy what you need b. didn't have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
26. The word “**beg**” means -----
 a. very thin b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
27. The phrases “**feel at home / a sense of belonging**” mean -----
 a. very thin b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
28. The word “**housekeeper**” means -----
 a. very thin b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
29. The word “**orphan**” means -----
 a. a child whose parents have died b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
30. One of the following adjectives which describe personal qualities and behavior is **negative** :
 a. capable b. compassionate c. charming d. bigoted
31. One of the following adjectives which describe personal qualities and behavior is **negative** :
 a. passionate b. conceited c. sincere d. trustworthy
32. One of the following adjectives which describe personal qualities and behavior is **positive** :
 a. defensive b. hypocritical c. dedicated d. immature
33. One of the following adjectives which describe personal qualities and behavior is **negative** :
 a. pushy b. idealistic c. inspirational d. modest
34. One of the following adjectives which describe personal qualities and behavior is **positive** :
 a. defensive b. decent c. dedicated d. immature
35. One of the following adjectives which describe personal qualities and behavior is **positive and negative** :
 a. defensive b. decent c. dedicated d. tough
36. Mrs Baqer is a very ----- teacher and I'm sure you'll benefit from her lessons.
 a . capable b . conceited
37. She's such a(n) ----- teacher that all her students want to be like her.
 a. tough b. inspirational

38. The doctor was always very ----- and knew what to say to help her patients relax.
a. bigoted b. charming
39. It's fine to be -----, but sometimes you have to be practical too.
a. hypocritical b. idealistic
40. Truly ----- musicians are constantly practising.
a. dedicated b. pushy
41. Why can't you act your age and stop being so -----?
a. dedicated b. immature
42. Nawal proved she was ----- by volunteering to help out at an animal shelter.
a. compassionate b. charming
43. He's a very ----- person and will always act in the proper way.
a. inspirational b. decent
44. Omar would always get ----- if a teacher criticised his written work.
a. defensive b. trustworthy
45. Was the politician being ----- when he said the government would tackle climate change?
a. sincere b. modest
46. "telling people how great you are" means -----.
a. conceited b. pushy c. passionate d. modest
47. "determined to get what you want" means -----
a. conceited b. pushy c. passionate d. modest
48. "feeling very strongly about something" means -----
a. conceited b. pushy c. passionate d. modest
49. "not talking in a proud way about your achievements" means -----
a. conceited b. pushy c. passionate d. modest
50. "saying one thing, but doing something different" means -----
a. bigoted b. trustworthy c. tough d. hypocritical
51. "can always be trusted" means -----
a. bigoted b. trustworthy c. tough d. hypocritical
52. "able to deal with difficult situations" means -----
a. bigoted b. trustworthy c. tough d. hypocritical
53. "intolerant of other people beliefs and practices" means -----
a. bigoted b. trustworthy c. tough d. hypocritical
54. Complete the description with the correct word :
Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's -----.
a. bigoted b. trustworthy c. tough d. hypocritical
55. Complete the description with the correct word :
Sawsan won't take 'no' for an answer.
She'll keep asking until she gets what she wants. She's -----
a. pushy b. trustworthy c. conceited d. hypocritical

56. Complete the description with the correct word :

Laith is a highly skilled pianist, but he doesn't show off about it. He's -----
a. passionate b. modest c. bigoted d. trustworthy

57. Complete the description with the correct word :

Suha hates anyone who is different from her. She's really -----
a. passionate b. modest c. bigoted d. trustworthy

58. Complete the description with the correct word :

Huda is in a lot of pain from her illness, but she doesn't complain or feel sorry for herself.
She's -----
a. passionate b. modest c. bigoted d. tough

59. Complete the description with the correct word :

Jameela believes she's a better person than all her friends. She's so -----
a. conceited b. hypocritical c. trustworthy d. bigoted

60. Complete the description with the correct word :

If you want to be sure a secret is kept, tell Randa. She's -----
a. conceited b. hypocritical c. trustworthy d. bigoted

61. Complete the description with the correct word :

Khalil's life is completely dedicated to tackling pollution. He's -----about it.
a. conceited b. modest c. passionate d. pushy

62. He's really ----- ; always telling everyone how great he is.

a. conceited b. modest c. passionate d. pushy

63. She's so ----- ; she's determined to get what she wants.

a. conceited b. modest c. passionate d. pushy

64. He's so ----- that he refuses to accept anyone who thinks differently from him.

a. defensive b. modest c. passionate d. bigoted

65. She's really ----- about animals; they're so important to her.

a. defensive b. modest c. passionate d. bigoted

66. He's quite ----- ; you would never know that he's a big star.

a. defensive b. modest c. passionate d. bigoted

67. You can't say anything to criticise her at all or she gets angry; she's so ----- .

a. defensive b. modest c. passionate d. bigoted

68. She will look after your baby well; she's reliable, responsible and completely ----- .

a. defensive b. trustworthy c. bigoted d. modest

69. She can deal with the most difficult situations; she's very ----- .

a. modest b. tough c. conceited d. pushy

70. Abeer a hard-working and ----- nurse who works at a children's hospital.

a. dedicated b. conceited c. pushy d. defensive

71. Abeer is ----- about the environment and thinks we should all help to stop climate change.
a. dedicated b. conceited c. pushy d. passionate
72. Abeer is now an ----- figure for everyone in her family.
a. dedicated b. inspirational c. pushy d. capable
73. Don't you just ----- it when someone you admire proves to be a bad influence on others?
a. loathe b. idolize c. pedestal d. shining
74. News stories about ----- citizens who help old women do make the news from time to time.
a. decent b. idolize c. despise d. immature
75. I lost my ----- with my sister last night. I usually control myself.
a. peacemaker b. temper c. loathe d. empathised
76. He's the ----- and always does his best to resolve arguments.
a. peacemaker b. temper c. capable d. empathised
77. A good friend should never ----- you behind your back.
a. fall out with b. sincere c. talk about d. make ends meet
78. She doesn't earn much money and finds it hard to ----- .
a. fall out with b. sincere c. talk about d. make ends meet
79. They are both very ----- and always tell the truth.
a. fall out with b. sincere c. talk about d. defensive
80. I ----- people who behave like that. What she did was unacceptable!
a. admire b. loathe c. talk about d. trustworthy
81. You can always count on her. She's the most ----- person I know.
a. admire b. loathe c. compassionate d. trustworthy
82. The social media service would have over two billion ----- users 15 years later.
a. dedicate b. dedicates c. dedicated d. dedicating
83. ----- enough, it is not the youngest generations that are the most addicted to this service.
a. Oddly b. Odd c. Odds d. Odly
84. ----- the older app, the newer apps is faster .
a. Like b. Unlike c. Likely d. Unlikely
85. The youngest generation of social media users have a real sense of ----- while on these apps.
a. is belonging b. belong c. belongs d. belonging
86. The new service provides users with a feeling of ----- and relative privacy.
a. securing b. secures c. secure d. security
87. -----, Baby Boomers and Gen X do not realise what they are missing.
a. Apparently b. Apparent c. Apparents d. Apparenting

88. “ cc an email” means -----

- a. The copy made by the carbon paper that called the ‘carbon copy’.
- b. Something which people used to make a copy of a note or letter with.
- c. Something you would put it underneath the paper while you wrote or typed the letters.
- d. The copy paper

89. Why do people say ‘hang up the phone’ ?

- a. Because phones used to be in a high place.
- b. Because phones used to be huge.
- c. Because phones used to be in two parts.
- d. Because phones used to be one part .

90. The phrase “On the whole” which indicates **Generalisation** has the same meaning as -----

- a. In general
- b. In most cases
- c. By and large
- d. There is a tendency fo

91. The phrase “more often than not” which indicates **Generalisation** has the same meaning as -----

- a. In general
- b. In most / some / many cases
- c. By and large
- d. There is a tendency for

92. The phrase “Broadly speaking,” which indicates **Generalisation** has the same meaning as -----

- a. In general
- b. In most / some / many cases
- c. By and large
- d. There is a tendency for

93. The phrase “Nine times out of ten,” which indicates **Generalisation** has the same meaning as -----

- a. Ninety percent of a time
- b. In general
- c. By and large
- d. There is a tendency for

94. The phrase “Older people tend to think,” which indicates **Generalisation** has the same meaning as -----

- a. Ninety percent of a time
- b. In general
- c. By and large
- d. There is a tendency for

95. One of the following sentences doesn't indicate “Acknowledging that you are generalizing” :

- a. In general , I don't like taking risks .
- b. This is a bit of a sweeping statement, but younger people often take offence easily.
- c. I may be overgeneralising, but I think young people are losing the art of conversation.
- d. You might think this is an overgeneralisation, but old people can't handle technology.

96. On the -----, do you think life was better for your parents' generation, Zeina?

- a. broadly
- b. tendency
- c. whole
- d. extinct

97. There's a ----- for young people to think that life must have been worse without technology.

- a. broadly
- b. tendency
- c. whole
- d. extinct

98. ----- speaking, I think our lives are better than my parents' generation.

- a. Broadly
- b. Tendency
- c. Whole
- d. Extinct

99. To some ----- , I think people were more able to appreciate the simple pleasures in life.

- a. broadly
- b. tendency
- c. whole
- d. extinct

100. I suppose in ----- , I believe life is better these days.

- a. speaking
- b. cases
- c. extinct
- d. general

101. The phrase “ wasn't doing me any favours” means -----

- a. wasn't helpful to me
- b. things don't immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.

102. The phrase “ **turn out to be positive in the long run** ” means -----

- a. wasn't helpful to me
- b. things don't immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.

103. The phrase “ **the value of sticking at something** ” means -----

- a. wasn't helpful to me
- b. things don't immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.

104. The phrase “ **things don't immediately go my way**” means -----

- a. wasn't helpful to me
- b. things don't immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.

105. The “**introduction**” in the opinion essay -----

- a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
- b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
- c. summarise the main points of the essay and restate your opinion or thesis on the topic.

106. The “ **main body** ” in the opinion essay -----

- a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
- b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
- c. summarise the main points of the essay and restate your opinion or thesis on the topic.

107. The “ **conclusion** ” in the opinion essay -----

- a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
- b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
- c. summarise the main points of the essay and restate your opinion or thesis on the topic.

108. One of the following phrases gives “ **personal opinion** ”

- a. It is often argued that ...
- b. My personal conviction is that ...
- c. Many people today feel that
- d. It is commonly accepted that

109. One of the following phrases doesn't give “ **impersonal views** ”

- a. It is often argued that ...
- b. My personal conviction is that ...
- c. Many people today feel that
- d. It is commonly accepted that

110. One of the following phrases doesn't give “**personal opinion** ”

- a. I would say that
- b. Personally, ...
- c. I would argue that
- d. It is widely believed that ...

111. One of the following words is not a **kind of linkers** :

- a. Personally ,
- b. Therefore,
- c. In addition ,.....
- d. Nevertheless,.....

112. “ **A topic sentence** “ means : -----

- a. the sentence which gives further details, reasons or examples.
- b. the sentence which contains the main idea of the paragraph.
- c. the sentences which supports the topic sentence.
- d. the sentence which conclude the paragraph.

113. One of the following phrases gives “ **an example** ”

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- a. Nevertheless, b. On the other hand, c. On the contrary , d. For instance,

114. ----- is an individual’s belief or viewpoint. It is subjective, rather than being based on evidence.

- a. An opinion b. A fact c. A theory d. A thesis

115. ----- is something for which there is some objective evidence which can be checked or verified.

- a. An opinion b. A fact c. A theory d. A thesis

116. **An opinion** may be signalled by the use of such words or phrases as -----

- a. The data shows.. b. the research indicates.. c. It is proved that.. d. feel , believe or think

117. One of the following words or phrases doesn’t indicate **a fact** -----

- a. The data shows.. b. the research indicates.. c. It is proved that.. d. feel , believe or think

118. One of the following words or phrases doesn’t indicate **an opinion** -----

- a. If you ask me.... b. I have the impression that c. the data shows... d. feel , believe or think

119. I sometimes -----out with my brothers and sisters.

- a. fall b. make c. give d. put

120. My older brother often made -----of me.

- a. down b. up c. fun d. fall

121. My mother was always a peacemaker and I always made -----with my brother.

- a. down b. up c. fun d. fall

122. I look ----- to people who have achieved something against all the odds.

- a. down b. up / against c. in d. at

123. When he lost his job, his life turned upside ----- .

- a. down b. up c. in d. at

124. I’m lost ----- thought when I’m plugged in .

- a. down b. up c. in d. at

125. After the accident, he tried to live day- to- day, one day ----- a time.

- a. down b. up c. in d. at

126. He always ----- his friend a favour.

- a. make b. do c. does d. makes

Read the following paragraph about *How smartphones affect friendship*, and then answer the questions :

Smartphones are a magic tool when it comes to friendship! One of the most obvious benefits is how easy it is to keep in touch with your friends no matter where they are. It’s like having your friends right in your pocket! What’s really awesome is all the amazing stuff you can do with your friends on smartphones. These shared experiences not only make existing friendships stronger but also create opportunities for you to make new connections. And when you need some advice, your friends are just a message away. Whether it’s sharing a joke to make someone’s day better or listening when they need someone to talk to, smartphones make it easy to support each other. So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful.

127. What does the author describe smartphone as when it comes to friendship ?

- a. strong b. a magic tool c. meaningful d. beneficial

128. Wherever you are smartphones help you ----- with your friends.

- a. keep in touch b. create opportunities c. create jobs d. pull us apart

129. With smartphones you don't need to be with your friends to have ----- together.

- a. keep in touch b. create opportunities c. shared experience d. advice

130. You can send a message to your friends if you need ----- .

- a. keep in touch b. create opportunities c. a magic tool d. advice

131. Our friendships can become ----- as smartphones help us stay connected.

- a. connected b. opportunities c. a magic tool d. stronger and more meaningful

132. Shared experience on smartphones can affect friendships in two ways . What are they ?

- a. Make existing friendships stronger and create opportunities for you to make new connections.
b. All the amazing stuff you can do with your friends on smartphones and create opportunities.
c. Stay connected and have fun and create opportunities.
d. Making our friendships stronger and make new connections.

133. Smartphones make it easy to support friends in many ways. What are they ?

- a. Make existing friendships stronger and create opportunities for you to make new connections.
b. sharing a joke to make someone's day better and listening when they need someone to talk to.
c. Stay connected and have fun and create opportunities.
d. Making our friendships stronger and make new connections.

134. Smartphones make friendships stronger and meaningful in many ways . What are they ?

- a. Make existing friendships stronger and create opportunities for you to make new connections.
b. sharing a joke to make someone's day better and listening when they need someone to talk to.
c. Stay connected and have fun and create opportunities.
d. Smartphones actually bring us closer together and help us stay connected, have fun, and be there for each other.

135. The word which means "chances" is -----

- a. matters b. opportunities c. connections d. advice

136. One of the most obvious benefits of the smartphones is ----- .

- a. how easy it is to keep in touch with your friends no matter where they are.
b. what you can do with your friends on smartphones and create opportunities.
c. creating opportunities.
d. making our friendships stronger .

1	A	15	A	29	A	43	B	57	C	71	D	85	D	99	D	113	D	127	B
2	B	16	B	30	D	44	A	58	D	72	B	86	D	100	D	114	A	128	A
3	C	17	D	31	B	45	A	59	A	73	A	87	A	101	A	115	B	129	C
4	D	18	A	32	C	46	A	60	C	74	A	88	A	102	C	116	D	130	D
5	B	19	B	33	A	47	B	61	C	75	B	89	C	103	D	117	D	131	D
6	D	20	C	34	B	48	C	62	A	76	A	90	A	104	B	118	C	132	A
7	A	21	A	35	D	49	D	63	D	77	C	91	B	105	B	119	A	133	B
8	C	22	A	36	A	50	D	64	D	78	D	92	C	106	A	120	C	134	D
9	C	23	C	37	B	51	B	65	C	79	B	93	A	107	C	121	B	135	B
10	B	24	B	38	B	52	C	66	B	80	B	94	D	108	B	122	B	136	A
11	A	25	D	39	B	53	A	67	A	81	D	95	A	109	B	123	A		
12	C	26	B	40	A	54	D	68	B	82	C	96	C	110	B	124	C		
13	D	27	C	41	B	55	A	69	B	83	A	97	B	111	A	125	D		
14	C	28	D	42	A	56	B	70	A	84	B	98	A	112	B	126	C		

UNIT FOUR

1. Why did a news report -----that social media account would close if users made a spelling mistake.? It was published as a joke.
a. state b. strange c. dropped d. fake
2. Why do you think a newspaper reported ----- animals living on the moon?
Probably to increase sales of the newspaper.
a. state b. strange c. reliable d. decreased
3. Why did egg companies want newspapers to say egg prices had -----?
a. strange b. claim c. uncover d. dropped
4. How did the city newspaper ----- the truth that the other city newspaper was copying its stories?
a. reveal b. decreased c. reliable d. state
5. Which of the----- news stories in the podcast do you think is the best one?
a. fake b. uncover c. claim d. dropped
6. The journalist ----- the reason why the factory was so polluting.
a. exposed b. clues c. claimed d. fraud
7. Attempting to pay for something with fake bank notes is ----- .
a. clues b. claimed c. fraud d. bizarre
8. Investigators found several important ----- at the crime scene.
a. bizarre b. clues c. exposed d. claimed
9. This is one of the most ----- stories we've ever reported.
a. claimed b. bizarre c. fraud d. exposed
10. The accused ----- that he was abroad at the time the crime was committed.
a. bizarre b. clues c. fraud d. claimed
11. I'm responsible for creating all those ----- headlines that attract attention.
a. attention b. clickbait c. generates d. attention
12. If the posts I write ----- viral, that could mean hundreds of thousands of page views, which ----- more advertising revenue for the news site.
a. light, hit b. clickbait, public c. verify, present d. go, generates
13. Articles published online need to be very brief because everyone has such a short ----- span these days.
a. generates b. corruption c. attention d. clickbait
14. Articles I write rarely shed much ----- on key issues that have ----- the headlines.
a. light, hit b. public, corruption c. verify, present d. go, generates
15. I'd love to discover traditional news stories which are in the ----- interest, where I could expose -----.
a. go / generates b. public / corruption c. light / hit d. verify / present
16. I'd also prefer to have the time to----- my sources or the space to ----- both sides of the story.
a. verify / present b. light / hit c. go / generates d. public / corruption

17. Complete the following phrase from the news reporting : “ I never click on clickbait ----- “

- a. light on the mysteries of dark matter.
- b. the headlines after giving birth to quintuplets.
- c. headlines, though sometimes I’m tempted.
- d. viral before the song had even become a hit.

18. Complete the following phrase from the news reporting: “The band’s amazing video had gone ---“

- a. viral before the song had even become a hit.
- b. both sides of a story and give the full picture.
- c. corruption in a large international business.
- d. sources multiple times on the Internet.

19. Complete the following phrase from the news reporting:

“ Their app is great, but it will never generate ----- ‘

- a. public interest to reveal the details of the recent crime
- b. both sides of a story and give the full picture.
- c. attention spans than goldfish
- d. enough revenue to keep their business alive.

20. Complete the following phrase from the news reporting:

“ Scientists have suggested that humans have shorter -----“

- a. attention spans than goldfish.
- b. sources multiple times on the Internet.
- c. corruption in a large international business.
- d. viral before the song had even become a hit.

21. Complete the following phrase from the news reporting :

“ A new experiment could finally shed ----- “

- a. the headlines after giving birth to quintuplets.
- b. light on the mysteries of dark matter.
- c. both sides of a story and give the full picture.
- d. viral before the song had even become a hit.

22. Complete the following phrase from the news reporting:

“ A Singaporean couple have hit -----“

- a. both sides of a story and give the full picture.
- b. headlines, though sometimes I’m tempted.
- c. the headlines after giving birth to quintuplets.
- d. enough revenue to keep their business alive.

23. Complete the following phrase from the news reporting:

“ A judge has ruled it is not in the -----“

- a. corruption in a large international business.
- b. public interest to reveal the details of the recent crime
- c. sources multiple times on the Internet.
- d. attention spans than goldfish.

24. Complete the following phrase from the news reporting:

“As a serious newspaper we always attempt to present -----“

- a. both sides of a story and give the full picture.
- b. corruption in a large international business.
- c. the headlines after giving birth to quintuplets.
- d. viral before the song had even become a hit.

25. Complete the following phrase from the news reporting:

“ I rarely trust a sensational report unless I can verify its ----- “

- a. corruption in a large international business.
- b. light on the mysteries of dark matter.
- c. sources multiple times on the Internet.
- d. attention spans than goldfish.

26. Complete the following phrase from the news reporting:

“ The journalist had tried to expose -----“

- a. viral before the song had even become a hit.
- b. enough revenue to keep their business alive.
- c. light on the mysteries of dark matter.
- d. corruption in a large international business.

27. Wanted an investigative journalist to join our team and help ----- awareness of important local issues, ----- light on the facts behind the headlines and ----- corruption in local business and politics.

- a. raise, expose, shed
- b. shed, raise, expose
- c. raise, shed, expose
- d. expose, raise, shed

28. If you dream of reporting in the public -----, visit our website for more details.

- a. viral
- b. interest
- c. expose
- d. span

29. Got what it takes to write successful ----- headlines?

- a. clickbait
- b. shed
- c. expose
- d. raise

30. Know what's required to appeal to short attention ----- and make a story go -----?
If so, you could be the one to help us.
a. expose, shed b. span, viral c. viral, span d. viral, raise
31. The Courier (a newspaper) leads with a ----- article about climate change.
a. sensational b. topical c. heartbreaking d. balanced
32. Leading scientists from around the world give detailed facts about what is happening to the planet, and though it reports the dramatic weather events that might happen, the report never tries to be -----.
a. topical b. heartbreaking c. sensational d. off-the-record
33. The Gazette (a newspaper) has a -----report on the thousands of victims of Hurricane Ivona and The Record leads with the same.
a. heartbreaking b. an exclusive c. sensational d. heartwarming
34. The Record also has ----- interview with United manager, Cyriac Jones, about his decision to leave the club after 22 years.
a. a balanced b. an exclusive c. a topical d. a sensational
35. The Star (a newspaper) , it's the usual ----- celebrity nonsense.
a. a balanced b. an exclusive c. a topical d. a sensational
36. We believe it is the media's role to act in the ----- interest and to report a range of ----- stories and relevant opinions which inform readers and allow them to make up their own minds about current events.
a. corruption, revenue b. public, newsworthy c. verify, balanced d. sides, light
37. The Daily Target (a newspaper) will never produce -----, one-sided stories, but instead will seek to raise ----- of important issues and only report information from sources.
a. sensational, awareness b. public, newsworthy c. verify, balanced d. sides, light
38. We have been able to ----- . We believe in ----- news articles that present all ----- of a story.
a. sensational, awareness, verify c. verify, balanced, sides
b. public, newsworthy, newsworthy d. sides, light, public
39. In our reporting, we aim to shed ----- on the way in which our country is run and to expose -----wherever we find it.
a. light, corruption b. public, newsworthy c. verify, balanced d. sides, light
40. We generate ----- through advertising, but also through the kind contributions of our readers.
a. corruption b. revenue c. balanced d. light
41. The journalist ----- his story was true, although it is difficult to believe him.
a. evokes b. allegation c. claimed d. light
42. Tourists love ----- for photos in front of famous buildings.
a. posing b. hoax c. fraud d. peering
43. She spent four years in prison for -----.
a. posing b. hoax c. fraud d. peering
44. No one will ever know what really happened. It remains -----.
a. captures b. evokes c. a clue d. an enigma
45. The men refuted the ----- that they had committed the crime.
a. landscape b. expression c. allegation d. hoax
46. I love taking ----- photos of the countryside.
a. landscape b. hoax c. composed d. peering

47. This photo ----- a feeling of nostalgia.
a. captures b. hoax c. composed d. evokes
48. The shot looks like he is moving forward, but is not ----- very well because the background is actually a photo.
a. cropped b. capture c. posing d. poignant
49. The image really ----- the close relationship she developed with all the animals she worked with over her long career. It also shows a likeness between people and chimpanzees.
a. cropped b. capture c. posing d. poignant
50. The men are shown having their lunch break; they look very natural, not as if they were -----.
a. cropped b. capture c. posing d. poignant
51. This ----- photo is carefully -----; it looks like he is standing alone.
a. cropped b. capture c. posing d. poignant
52. The photographer knew immediately that the photo would become -----.
a. iconic b. designs c. propaganda d. subject
53. The photo shows how much ----- have changed.
a. iconic b. designs c. propaganda d. subject
54. The photo was taken as a kind of positive -----.
a. iconic b. designs c. propaganda d. subject
55. The ----- of this photo only became well-known after it was taken.
a. iconic b. designs c. propaganda d. subject
56. The speaker kept on ----- quietly under his breath, but I could understand what it was he was saying.
a. yelling b. peer c. glanced d. mumbling
57. We were late so we had to ----- to the station.
a. race b. peer c. glanced d. mumbling
58. Ziad ----- past his father's office desperate not to be heard.
a. wandered b. peer c. glanced d. tiptoed
59. At last, she ----- a figure on the horizon and began running towards it.
a. gazed b. peer c. glanced d. mumbling
60. He had only ----- at the photograph so couldn't remember any details about it.
a. muttered b. peer c. glanced d. mumbling
61. Laila, stop it! It's rude to ----- at people.
a. muttered b. peer c. glanced d. mumbling
62. He ----- something about teenagers, but I couldn't hear exactly what he said.
a. muttered b. peer c. glanced d. mumbling
63. The accident was bad enough for them to ----- the incident to the police.
a. come up with b. refute c. release d. report
64. Locals living on the street ----- the allegation that they did anything illegal.
a. come up with b. refuted c. released d. report

65. Perhaps they can try to ----- a solution.

- a. come up with b. refuted c. released d. report

66. The developers ----- a statement about their ‘improvement’ scheme.

- a. come up with b. refute c. released d. report

67. The two sides need to sit down and find a -----.

- a. improvement b. allegations c. solution d. report

68. It will be difficult to find a suitable ----- for Laila when she leaves her post.

- a. replacement b. allegations c. solution d. report

69. The ----- against him are shocking, but he denies all of them.

- a. replacement b. allegations c. solution d. report

70. There has been a ----- in the standard of living in my country.

- a. improvement b. allegations c. solution d. report

71. -----, you don’t need any help with this – you’re doing brilliantly!

- a. Theoretically b. Obviously c. Foolishly d. Disappointingly

72. -----, I forgot to take an umbrella. I should have known it would rain.

- a. Foolishly b. Obviously c. Theoretically d. Disappointingly

73. -----, attention spans are getting shorter – I read that somewhere.

- a. Foolishly b. Obviously c. Theoretically d. Apparently

74. -----, you don’t expect me to believe that.

- a. Surely b. Obviously c. Fortunately d. Apparently

75. -----, he doesn’t like vegetables; I’ve never seen him eating any.

- a. Foolishly b. Presumably c. Theoretically d. Apparently

76. -----, I like him, but a lot of people can’t stand him.

- a. Personally b. Presumably c. Theoretically d. Apparently

77. -----, your job is not important to you, or you wouldn’t keep turning up late.

- a. Personally b. Presumably c. Clearly d. Apparently

78. -----, she was rude to a customer not just once, but four times!

- a. Surely b. Presumably c. Clearly d. Unbelievably

79. By the year 2000, online news sites had begun to spread, although the vast----- of people still read their news in a traditional print newspaper.

- a. major b. majority c. majorly

80. Soon after, many people switched to online news sites because of rapid -----in mobile Internet technology and the digital media itself.

- a. improve b. improvements c. improved d. improving

81. Many employees of print media -----lost their jobs due to the widespread closures of local and regional press offices.

- a. organize b. organized c. organizations d. organizing

82. In order to survive, the national daily print newspapers took the opportunity to develop digital media alternatives. -----, this strategy worked as it pleased both readers who preferred print and the new online readership.

- a. clearly b. clear c. clarity d. clearance

83. However, and perhaps -----, not only are the big printed dailies still here, but they are still the preferred form for people to get news.

- a. believe b. believable c. unbelievably d. believed

84. In the UK, 74% of adults still read a printed newspaper. So, we can perhaps conclude that digital media isn't simply a ----- for old-fashioned print media, but rather a compliment.

- a. replaceable b. replaced c. replacement d. replace

85. Anyway, surely it is the ----- of the press that matters, rather than the way information is presented to us?

- a. free b. freely c. freedom

1	A	10	D	19	D	28	B	37	A	46	A	55	D	64	B	73	D	82	A
2	B	11	B	20	A	29	A	38	C	47	D	56	D	65	A	74	A	83	C
3	D	12	D	21	B	30	b	39	A	48	A	57	C	66	C	75	B	84	C
4	A	13	C	22	C	31	d	40	B	49	B	58	D	67	C	76	A	85	C
5	A	14	A	23	B	32	C	41	C	50	C	59	A	68	A	77	C		
6	A	15	B	24	A	33	A	42	A	51	D	60	C	69	B	78	D		
7	D	16	A	25	C	34	B	43	C	52	A	61	B	70	A	79	B		
8	B	17	C	26	D	35	D	44	D	53	B	62	A	71	B	80	B		
9	A	18	A	27	C	36	B	45	C	54	C	63	D	72	A	81	C		

UNIT SIX

1. The word or phrase which means “a tool is used to connect things or hide something” is -----

- a. excess b. dishcloth c. masking tape d. label

2. The word or phrase which means “additional” is -----

- a. excess b. dishcloth c. masking tape d. label

3. The word or phrase which means “having a lot of people” is -----

- a. significantly b. densely populated c. tangled d. stain

4. I've ----- in making quite a few friends.

- a. obliged b. required c. managed d. succeeded

5. Replace the underlined word with the correct word or phrase.

Summer in Singapore is much hotter than in England but only a bit hotter than in Egypt.

- a. nowhere near b. slightly c. considerably d. miles

6. Replace the underlined word with the correct word or phrase.

Summer in England is not nearly as hot as in Singapore.

- a. nothing like b. far c. marginally d. way

7. Replace the underlined word with the correct word or phrase.

Summer in Singapore is much hotter than in England but only a bit hotter than in Egypt.

- a. nowhere near b. slightly c. marginally d. miles

8. Does the idea of a life on ----- appeal to you?

- a. the move b. remotely c. place d. comforts

9. Would you prefer to work ----- or in a company office?

- a. the move b. remotely c. place d. comforts

10. If you became a digital nomad, which of your home ----- would you miss the most?

- a. the move b. remotely c. place d. comforts

11. If you had to move to another country, what would help you to put ----- in the new place?

- a. tied down b. settle down c. down roots d. co-working

12. What do you think is a suitable age to ----- and get a job?

- a. tied down b. settle down c. down roots d. co-working

13. The word which means “very small and restricted , surrounded by walls ’ is -----

- a. compact b. confined c. cramped d. excess

14. The word which means “not having enough space ’ is -----

- a. compact b. confined c. cramped d. excess

15. The word which means “not having enough space ’ is -----

- a. compact b. confined c. cramped d. excess

16. Singapore is very safe compared ----- other countries.

- a. by b. to c. with d. B+C

17. Dubai is expensive ----- comparison with many countries.

- a. by b. out c. in d. A+C

18. How do you feel about being in a ----- space like a lift?

- a. compact b. confined c. cramped d. excess

19. Would you describe your room as small, large or ----- ?

- a. compact b. confined c. densely populated d. medium-sized

20. If you lived in a location where space was non-existent, which of your ----- items would you throw away?

- a. compact b. confined c. cramped d. excess

21. The phrase which means “dustpan and brush” is -----

- a. tools or equipment are used in cleaning c. mark
b. a piece of clothes or fabric d. a tool is used to connect things or hide something

22. The phrase which means “dishcloth” is -----

- a. tools or equipment are used in cleaning c. mark
b. a piece of clothes or fabric d. a tool is used to connect things or hide something

23. The word which means “label ” is -----

- a. equipment c. mark b. fabric d. a tool

24. The phrase which means “ **masking tape** ” is -----

- a. tools or equipment are used in cleaning
- b. a piece of clothes or fabric
- c. mark
- d. a tool is used to connect things or hide something

25. The word or phrase which means “ **medium sized** ” is -----

- a. not too big and not too small
- b. restricted and small
- c. additional
- d. remove

26. The word or phrase which means “ **get rid of** ” is -----

- a. not too big and not too small
- b. restricted and small
- c. additional
- d. remove

27. Complete the correct collocation : “ **mend** ” is -----

- a. fix
- b. repair
- c. additional
- d. A + B

28. Complete the correct collocation : **digital** -----

- a. nomad
- b. comforts
- c. the move
- d. down roots

29. Complete the correct collocation : **home** -----

- a. nomad
- b. comforts
- c. the move
- d. down roots

30. Complete the correct collocation : **on** -----

- a. nomad
- b. comforts
- c. the move
- d. down roots

31. Complete the correct collocation : **put** -----

- a. nomad
- b. comforts
- c. the move
- d. down roots

32. Complete the correct collocation : **settle** -----

- a. remotely
- b. space
- c. one place
- d. down

33. Complete the correct collocation : **tied down to** -----

- a. remotely
- b. space
- c. one place
- d. down

34. Complete the correct collocation : **work** -----

- a. remotely
- b. space
- c. one place
- d. down

35. Complete the correct collocation : **co-working** -----

- a. remotely
- b. space
- c. one place
- d. down

36. Complete the correct collocation : **denesly** -----

- a. space
- b. sized
- c. populated
- d. comforts

37. Complete the correct collocation : **medium-** -----

- a. space
- b. sized
- c. populated
- d. comforts

38. I’ve -----to settle in pretty well.

- a. managed
- b. required
- c. populated
- d. succeeded

39. I’ve ----- in making quite a few friends.

- a. managed
- b. required
- c. populated
- d. succeeded

40. It’s ----- to chew gum in the class.

- a. managed
- b. required
- c. forbidden
- d. succeeded

41. The following words and phrases means “ **much** ” : -----

- a. marginally, slightly
- b. a lot, considerably, far, miles, significantly, way
- c. nothing like, nowhere near
- d. like , near

42. The following words and phrases means “ **a bit** ” : -----

- a. marginally, slightly
- b. a lot, considerably, far, miles, significantly, way
- c. nothing like, nowhere near
- d. like , near

43. The following words and phrases means “ **not nearly** ” : -----

- a. marginally, slightly
- b. a lot, considerably, far, miles, significantly, way
- c. nothing like, nowhere near
- d. like , near

44. One of the following is **not** correct about the “**digital nomads**” : -----

- a. They are people who use telecommunications technologies to earn a living.
- b. They often work remotely from foreign countries, coffee shops, public libraries, co-working spaces.
- c. They conduct their life in a nomadic manner.
- d. They often work from their homes.

45. One of the following is **not** correct about the “**digital nomads**” : -----

- a. They can move and live anywhere in the world.
- b. They do not have to travel to work each day.
- c. They have to travel to work each day.
- d. They often work remotely

46. Does the idea of a life ----- appeal to you?

- a. work remotely
- b. on the move
- c. co-working space
- d. home comforts

47. Would you prefer to ----- or in a company office?

- a. work remotely
- b. on the move
- c. co-working space
- d. home comforts

48. Would you prefer to work from home or in a ----- ?

- a. work remotely
- b. on the move
- c. co-working space
- d. home comforts

49. If you became a digital nomad, which of your ----- would you miss the most?

- a. work remotely
- b. on the move
- c. co-working space
- d. home comforts

50. What do you think is a suitable age to ----- and get a job?

- a. tied down to one place
- b. put down roots
- c. co-working space
- d. settle down

51. If you had to move to another country, what would help you to ----- in the new place?

- a. tied down to one place
- b. put down roots
- c. co-working space
- d. settle down

52. Why do you think some people hate being ----- ?

- a. tied down to one place
- b. put down roots
- c. co-working space
- d. settle down

53. In Saudi Arabia, the temperatures are high during the day ----- during the night they are very low.

- a. whereas
- b. but
- c. wherever
- d. A+B

54. The word wich means “ **Additional and not needed because there is already enough of something** ” is -----

- a. confined
- b. excess
- c. compact
- d. cramped

55. The word which means “ Small, but arranged so that everything fits neatly into the space available.” is -----
- a. confined b. excess c. compact d. cramped
56. The word which means “ Very small and restricted, surrounded by walls. ” is -----
- a. confined b. excess c. compact d. cramped
57. The word which means “ Not having enough space.” is -----
- a. confined b. excess c. compact d. cramped
58. The advantages of living in a tiny home as mentioned in the article are -----
- A) more affordable and more ecological C) encourages you to engage with the rest of the world
B) less wasteful D) A +B+C
59. The suggestions for maximising space in a small home as mentioned in the article are -----
- A) using sliding doors
B) using deep cupboards for storage
C) folding bedding into deep wardrobes so rooms can be used for different purposes
D) A + B +C
60. What are some of the largest and most ----- cities in the world?
- a. compact b. confined c. densely populated d. medium-sized
61. Is your room ----- enough to fit in a desk, bed and closet?
- a. compact b. confined c. densely populated d. medium-sized
62. Have you ever travelled in uncomfortable ----- conditions, with a lot of people on a bus or train?
- a. compact b. confined c. densely populated d. cramped
63. Replace the underlined verb with the correct option.
Do you know how to change a bulb?
- a. replace b. get rid of c. repair d. mend
64. Replace the underlined verb with the correct option.
Do you know how to remove a carpet stain?
- a. replace b. get rid of c. repair d. mend
65. Replace the underlined verb with the correct option.
Do you know how to fix a leaking pipe?
- a. mend b. get rid of c. repair d. A+C
66. Replace the underlined verb with the correct option.
Do you know how to decorate your room ?
- a. mop up b. get rid of c. do up d. repair
67. The suitable solution for the following house hold problem is -----
“tangled leads and wires”
- A) Sweep it up with a dustpan and brush.
B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
C) Arrange the cables and label them with folded masking tape.
D) Rub toothpaste on it and then wipe down with a damp dishcloth.

68. The suitable solution for the following house hold problem is -----

“ shattered glass on the floor ”

- A) Sweep it up with a dustpan and brush.
- B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
- C) Arrange the cables and label them with folded masking tape.
- D) Rub toothpaste on it and then wipe down with a damp dishcloth.

69. The suitable solution for the following house hold problem is -----

“ clothes which have shrunk in the tumble-dryer ”

- A) Sweep it up with a dustpan and brush.
- B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
- C) Arrange the cables and label them with folded masking tape.
- D) Rub toothpaste on it and then wipe down with a damp dishcloth.

70. The suitable solution for the following house hold problem is -----

“ a scratched screen ”

- A) Sweep it up with a dustpan and brush.
- B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
- C) Arrange the cables and label them with folded masking tape.
- D) Rub toothpaste on it and then wipe down with a damp dishcloth.

71. The other day I went into the kitchen and----- a puddle of water on the kitchen floor.

- a. broke down
- b. came across
- c. do up
- d. mop up

72. The freezer had ----- and was leaking.

- a. broken down
- b. come across
- c. done up
- d. mopped up

73. The kitchen had only recently been ----- and the walls were freshly painted.

- a. broken down
- b. come across
- c. do up
- d. mopped down

74. I ----- the wall with a damp cloth.

- a. broken down
- b. come across
- c. wiped down
- d. mopped down

75. I'll wipe down the table. The correct replacement of the underlined parts with pronouns is ----

- A) I'll wipe down it.
- B) I'll wipe it down.
- C) I'll wipe down them.
- D) I'll wipe them down.

76. The cushions don't go with the sofa.

The correct replacement of the underlined parts with pronouns is -----

- A) The cushions don't go with it.
- B) The cushions don't go it with.
- C) The cushions don't go with them.
- D) The cushions don't go them with.

77. The fishermen spent the morning trying to undo the tangled -----

- A) ropes of their nets.
- B) and left glass on the floor.
- C) if you wash it at 90 degrees!
- D) scratched as this, it's very difficult to make out any messages or pictures.

78. Once the screen on your phone becomes as -----

- A) ropes of their nets.
- B) and left glass on the floor.
- C) if you wash it at 90 degrees!
- D) scratched as this, it's very difficult to make out any messages or pictures.

79. During the storm, our windows shattered -----

- A) ropes of their nets.
- B) and left glass on the floor.
- C) if you wash it at 90 degrees!
- D) scratched as this, it's very difficult to make out any messages or pictures.

80. Well, of course it will shrink -----

- A) ropes of their nets.
- B) and left glass on the floor.
- C) if you wash it at 90 degrees!
- D) scratched as this, it's very difficult to make out any messages or pictures.

81. Remember to switch off the electricity before you ----- a light bulb.

- a. fix
- b. replace
- c. soak
- d. do up

82. Please don't spill black currant juice on anything as it's impossible to ----- the stains.

- a. get rid of
- b. mend
- c. soak
- d. do up

83. You should ----- your dishcloth every week as it gets full of bacteria.

- a. repair
- b. mend
- c. replace
- d. do up

84. Why do you ----- a perfectly good lamp when you could easily mend it?

- a. repair
- b. get rid of
- c. replace
- d. do up

85. I managed to ----- the kettle, so we didn't need to buy a new one.

- a. repair
- b. get rid of
- c. fix
- d. A+C

86. Osama knows how to ----- simple electric appliances like toasters and kettles.

- a. replace
- b. get rid of
- c. do up
- d. mend

87. We've decide to ----- my little sister's bedroom as a surprise.

- a. soak
- b. get rid of
- c. do up
- d. mend

88. We're ----- my bedroom and we need some masking tape so we can paint straight lines.

- a. soaking
- b. getting rid of
- c. doing up
- d. mending

9

89. When you've finished making your lunch, take the dishcloth and ----- the kitchen surfaces.

- a. go with
- b. deal with
- c. mop up
- d. wipe down

90. The best way to ----- stains is to soak the item of clothing in lots of warm water and soap.

- a. go with
- b. deal with
- c. mop up
- d. wipe down

91. I ----- this jar in the bottom of the freezer, but I forgot to label it.

- a. came across
- b. deal with
- c. mop up
- d. wipe down

92. We need to get ----- of all the old bits of wood in the back yard.

- a. fix
- b. down
- c. rid
- d. wipe

93. The lock on the downstairs bathroom door is broken. ----- the broken lock.

- a. Fix
- b. Mend
- c. Replace
- d. A+B+C

94. The old BBQ in the back garden is really dirty and needs to be wiped ----- .

- a. up
- b. on
- c. down
- d. off

95. The lawn mower ----- down last week – try to repair it.

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- a. broke b. done c. switched d. mopped

96. The function of the following phrases about “ **giving instructions**” is -----
“ **It’s advisable to ... / Once you’ve done that, ... / What you do is ... / The first thing you do is ...**”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

97. The function of the following phrases about “ **giving instructions**” is -----
“ **Make sure you don’t... / Try to avoid ... / I’d advise you not to ... / There is no need to ...**”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

98. The function of the following phrases about “ **giving instructions**” is -----
“ **Whatever you do, don’t** ”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

99. The function of the following phrases about “ **giving instructions**” is -----
“ **All you have to do is ... / The key/main thing to remember is .../ It’s vital/essential that you ...**”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

100. The function of the following phrases about “ **giving instructions**” is -----
“ **And that’s it** ”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

101. “ **Slide the door to the right.**” The sentence which is more empathic is -----

- A) What you slide to the right is the door. C) All you slide to the right is the door.
B) What you do is slide the door to the right. D) A+B+C

102. “ **I covered it with tape.** ” The sentence which is more empathic is -----

- A) What / All I covered with tape was it. C) What / All I did was covered it with tape.
B) What / All I did was cover it with tape. D) A+B

103. “ **Press the button.**” The sentence which is more empathic is -----

- A) What / All you do is press the button. C) What / All you press was the button.
B) What / All you did is press the button. D) What / All you do is to press the button.

104. “ **He touched it and it broke.** ” The sentence which is more empathic is -----

- A) All he did is touch it and it broke. C) All he did was touch it and it broke.
B) All he do was touch it and it broke. D) All he do is touch it and it broke.

105. “ **You turn on the oven by pressing this switch.** ”

The sentence which emphasize how something is done is -----

- A) The way you turn on the oven is pressing this switch.
B) The way you turn on the oven is to press this switch.
C) The way you turn on the oven is by pressing this switch.
D) B+C

106. “ **The electric engine works by pulling the rope.** ”

The sentence which emphasize how something is done is -----

- A) The way the engine works is by pulling the rope. C) The way the engine worked is by pulling the rope.
B) The way the engine works was by pulling the rope. D) The way the engine works is by pull the rope.

107. **“ You just need some scissors and masking tape.”**

The sentence which is more empathic is -----

- A) All you need is some scissors and masking tape C) All you need was some scissors and masking tape
B) All you need are some scissors and masking tape D) All you need were some scissors and masking tape

108. **“ I used a damp dishcloth to remove the stain.”**

The sentence which is more empathic is -----

- A) What I did was use a damp dishcloth to remove the stain.
B) What I used to remove the stain was a damp dishcloth.
C) What I used to remove the stain is a damp dishcloth.
D) A+B

109. **“ Next you soak it in water.”**

The sentence which is more empathic is -----

- A) What you do next was soak it in water. C) What you do next is soak it in water.
B) What you do next is soaking it in water. D) What you do next is to soak it in water.

110. **“ He’s really good at DIY.”**

The sentence which is more empathic is -----

- A) What he is really good at is DIY. C) What he is really good at was DIY.
B) What is he really good at is DIY. D) What he was really good at was DIY.

111. **“ I played tennis with my friends ”** The sentence which is more empathic is -----

- A) What / All I did with my friends was play tennis. C) What / All I did with my friends was played tennis.
B) What / All I played with my friends was tennis . D) A+B

112. **The sentences which indicates the introduction of the report is -----**

- A) The aim / purpose of this report is to ... C) Opinions were divided about ...
B) The report is intended to ... D) A+B

113. **The sentences which indicates how you obtained the information in the report is -----**

- A) The report is based on a survey of ...
B) Some express a wish for / preference for / concern that ...
C) Some people commented that ...
D) Just over half / approximately half ...

114. **The sentences which indicates how to report the opinion in the report is -----**

- A) In conclusion, it seems / appears that ...
B) The report is intended to ...
C) Some express a wish for / preference for / concern that ...
D) The majority of the students passed the exams.

115. **The sentences which indicates how to report the opinion in the report is -----**

- A) They had no strong feelings on the matter .
B) The report is intended to ...
C) I would strongly recommend ...
D) The majority of the students passed the exams.

116. **The sentences which indicates how to report the opinion in the report is -----**

- A) They had no strong feelings on the matter .
B) Some express a wish for / preference for / concern that ...
C) Opinions were divided about ... / Some people commented that ...
D) A+B+C

117. The sentences which indicates conclusion and recommendations in the report is -----

- A) In conclusion, it seems / appears that ...
- B) I would strongly recommend ...
- C) The best solution would seem to be ...
- D) A+B

1	C	14	C	27	D	40	C	53	D	66	C	79	B	92	C	105	D
2	A	15	C	28	A	41	B	54	B	67	C	80	C	93	D	106	A
3	B	16	D	29	B	42	A	55	C	68	B	81	B	94	C	107	B
4	D	17	D	30	C	43	C	56	A	69	B	82	A	95	A	108	D
5	B	18	B	31	D	44	D	57	D	70	D	83	C	96	A	109	C
6	A	19	D	32	D	45	C	58	D	71	B	84	B	97	B	110	A
7	D	20	D	33	C	46	B	59	D	72	A	85	D	98	B	111	D
8	A	21	A	34	A	47	A	60	C	73	D	86	D	99	A	112	D
9	B	22	B	35	B	48	C	61	A	74	C	87	C	100	C	113	A
10	D	23	C	36	C	49	D	62	D	75	B	88	C	101	D	114	C
11	C	24	D	37	B	50	D	63	A	76	A	89	D	102	D	115	A
12	B	25	A	38	A	51	B	64	B	77	A	90	B	103	A	116	D
13	B	26	D	39	D	52	A	65	D	78	D	91	A	104	C	117	D

UNIT SEVEN

1. Jordanian Royal Family helps to move people out of -----
a. poverty b. opportunities c. facilities d. environment
2. Jordanian Royal Family aims to give better work----- to women and young people
a. poverty b. opportunities c. facilities d. environment
3. Jordanian Royal Family helps to improve health -----
a. poverty b. opportunities c. facilities d. environment
4. Jordanian Royal Family helps refugees to find ----- as well as with their education, finance and work opportunities
a. poverty b. opportunities c. facilities d. homes
5. Jordanian Royal Family promotes sustainable development that does not harm the-----
a. poverty b. opportunities c. facilities d. environment
6. Complete the following collocation : -----fresh water supplies
a. broken b. environmental c. provide d. contaminate
7. Complete the following collocation : -----water filters
a. broken b. environmental c. provide d. contaminate
8. Complete the following collocation : -----problems
a. broken b. environmental c. provide d. contaminate
9. Complete the following collocation : -----pipes
a. broken b. environmental c. provide d. contaminate
10. Complete the following collocation : -----new toilets
a. broken b. environmental c. provide d. install
11. Complete the following collocation : -----disasters
a. broken b. natural c. provide d. contaminate

12. His parents said he wasn't working hard enough and his terrible exam results
Have ----- them right.
a. proven b. bright c. angle d. share
13. Does anyone have any ----- ideas for Maha's surprise family party?
a. proven b. bright c. angle d. share
14. To find a solution I think we need to look at the problem from a different ----- .
a. proven b. bright c. angle d. share
15. Please ----- your thoughts on what you think went wrong.
a. proven b. bright c. angle d. share
16. The phrase "being busy or working very hard" means :
a. industrious b. commission c. intern d. integral
17. "a (usually young) person who does a job to get experience of it and to learn" refers to "
a. industrious b. commission c. intern d. integral
18. The phrase "very important to, or an essential part of, something" means :
a. industrious b. commission c. intern d. integral
19. The phrase "not having the correct tools or skills to do something" means :
a. ill-equipped b. commission c. intern d. integral
20. The phrase "referring to someone whose name is not known or not made public" means :
a. ill-equipped b. anonymous c. intern d. integral
21. The phrase "the total money received from selling or organising something" means :
a. ill-equipped b. anonymous c. proceeds d. integral
22. The phrase "an organisation started for a specific purpose, such as research" means :
a. ill-equipped b. anonymous c. proceeds d. foundation
23. The phrase "money that is paid to a salesperson for selling something" means :
a. commission b. anonymous c. proceeds d. foundation
24. The underlined sound that includes aspiration is :
a. location b. vitamins c. repair d. drop
25. The underlined sound that includes aspiration is :
a. mechanic b. vitamins c. repair d. drop
26. The underlined sound that includes aspiration is :
a. tortoise b. vitamins c. repair d. drop
27. This is a good law, but I am not sure it is-----.
a. enforce b. enforceable c. enforcement d. enforced
28. The factory has grown recently, and has been more successful since the -----
a. expanse b. expansion c. expand d. expandable
29. The university in our city is an important-----
a. institute b. institutionalise c. institutional d. institution

30. How can the factory ----- polluting the river like that?
a. justify b. justifiable c. justification d. justifying
31. It is good that men and women get----- pay in this business.
a. equal b. equality c. equalize d. equally
32. Keep your argument simple and try not to ----- it.
a. complicated b. complication c. complicating d. complicate
33. At this university, we reject any and all ----- based on race, gender, religion or age.
a. discriminate b. rganizing n n c. discriminate d. discriminating
34. We believe in ----- of speech.
a. freedom b. free c. freely
35. We will never accept any ----- of individuals based on their----- beliefs.
a. persecute / personally b. persecution / personal c. persecute / personalize
36. Should anybody feel they have suffered -----?
a. victim b. victimization c. rganizin
37. An----- will be carried out and suitable disciplinary action will be taken.
a. investigate b. investigation c. investigating
38. He-----how many sandwiches he would need for the family party and didn't make enough.
a. judging b. misjudged c. misjudgment
39. We think some of the boss's attitudes are -----as he tends to give men more opportunities than women.
a. discriminatory b. discriminate c. discriminating
40. The school called the boy's parents because his behaviour in class was completely -----.
a. unaccept b. unaccepting c. unacceptable
41. ----- means that everyone has exactly the same rights.
a. Equality b. Equal c. Equally
42. Some countries have very high-----and it is difficult for young people to find a job.
a. unemployed b. unemployment c. unemploy
43. The Student Union is an ----- that helps students when they go to a Jordanian University.
a. rganizing b. rganizing n c. rganizin
44. Some students are quite young when they start their studies and can feel -----in their first weeks.
a. comfortable b. comfortably c. comfort
45. The Union will be pleased to -----any doubts students have, however small you might think they are.
a. clearance b. clarify c. clear
46. The Union can help students enjoy the -----, social and sports activities available to them at university.
a. entertainment b. entertain c. entertaining

47. They ----- to discover why and reveal the mysteries of the underwater world.
a. set out b. set up
48. The cameras were ----- in different locations.
a. set out b. set up
49. Every day, ----- 10,000 acres of trees are lost.
a. over b. above
50. You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres ----- our planet.
a. over b. above
51. Doctors ----- her and discovered she would be permanently deaf and blind.
a. proves b. tested
52. The documentary ----- that having a disability does not always stop people from doing amazing things.
a. proves b. tested
53. ----- that she could not see or hear did not stop her from enjoying the same things as all of us.
a. The fact b. In fact
54. ----- she also helped many other people with disabilities.
a. The fact b. In fact
55. One of the following expressions doesn't represent a strong opinion :
a. It goes without saying that ... c. Frankly, I think it's obvious that ...
b. Without a shadow of a doubt, ... d. I'm no expert, but ...
56. One of the following expressions doesn't represent a challenging somebody else's opinion
a. I tend to think (that) ... c. You're entitled to your opinion, but ...
b. That's debatable, isn't it? d. Are you saying that ...?
57. One of the following expressions represents a tentative opinion
a. It goes without saying that ... c. You're entitled to your opinion, but ...
b. That's debatable, isn't it? d. Are you saying that ...?
58. One of the following expressions represents a counter opinion
a. It goes without saying that ... c. It's a good idea in principle, but ...
b. That's debatable, isn't it? d. Are you saying that ...?
59. The opinion expression ' As far as I'm concerned, ... ' represents:
a. a strong opinion c. a counter opinion
b. a tentative opinion d. a less strong opinion
60. Monkeys live ----- fruit and nuts.
a. on b. in c. out d. with
61. Monkeys live ----- trees.
a. on b. in c. out d. with
62. We eat soup ----- of a bowl.
a. on b. in c. out d. with
63. We need to deal ----- the climate crisis.
a. on b. in c. out d. with
64. Choose the correct word or phrase to complete the collocation : Contaminate -----
a. water filters b. new toilets c. problems d. fresh water supplies

65. Choose the correct word or phrase to complete the collocation : provide -----
 a. water filters b. new toilets c. problems d. fresh water supplies
66. Choose the correct word or phrase to complete the collocation : environmental -----
 a. water filters b. new toilets c. problems d. fresh water supplies
67. Choose the correct word or phrase to complete the collocation : install -----
 a. water filters b. new toilets c. problems d. fresh water supplies
68. Choose the correct word or phrase to complete the collocation :
 Look at the problem from a different -----
 a. angles b. thoughts c. natural d. broken
69. Choose the correct word or phrase to complete the collocation : share -----
 a. angles b. thoughts c. natural d. broken
70. Choose the correct word or phrase to complete the collocation : ----- pipes
 a. angles b. thoughts c. natural d. broken
71. Choose the correct word or phrase to complete the collocation : ----- disasters
 a. angles b. thoughts c. natural d. broken
72. Choose the correct word or phrase to complete the collocation : Gender -----
 a. ideas b. right c. natural d. equality
73. Choose the correct word or phrase to complete the collocation : Bright -----
 a. ideas b. right c. natural d. equality
74. Choose the correct word or phrase to complete the collocation : Prove something -----
 a. ideas b. right c. natural d. equality

1	a	9	a	17	c	25	a	33	b	41	a	49	a	57	a	65	A	73	A
2	b	10	d	18	a	26	a	34	a	42	b	50	b	58	c	66	C	74	B
3	c	11	b	19	a	27	b	35	b	43	a	51	b	59	d	67	B		
4	d	12	a	20	b	28	b	36	b	44	a	52	a	60	a	68	A		
5	d	13	b	21	c	29	d	37	c	45	b	53	a	61	b	69	B		
6	d	14	c	22	d	30	a	38	b	46	a	54	b	62	c	70	D		
7	c	15	d	23	a	31	a	39	a	47	a	55	d	63	d	71	C		
8	b	16	a	24	a	32	d	40	c	48	b	56	a	64	D	72	D		

UNIT EIGHT

- What does the word "appealing" mean?
 a. positive and cheerful b. in large quantities or for a long time
 c. able to change what people do or think d. attractive or interesting
- What does the word "influential" mean?
 a. positive and cheerful b. in large quantities or for a long time
 c. able to change what people do or think d. attractive or interesting
- What does the word "endless" mean?
 a. positive and cheerful b. in large quantities or for a long time
 c. able to change what people do or think d. attractive or interesting

4. What does the word " **upbeat** " mean?
a. positive and cheerful **b.** in large quantities or for a long time
c. able to change what people do or think **d.** attractive or interesting
5. What does the word " **envious** " mean?
a. positive and cheerful **b.** wanting something that someone else has
c. able to change what people do or think **d.** attractive or interesting
6. "whereas" is an example of :
a. Conjunctions of contrast **b.** Preposition of contrast
c. Conjunctions of concession **d.** Adverbs of contrast
7. " **although** " is an example of :
a. Conjunctions of contrast **b.** Preposition of contrast
c. Conjunctions of concession **d.** Adverbs of contrast
8. " **in spite of** " is an example of :
a. Conjunctions of contrast **b.** Preposition of contrast
c. Conjunctions of concession **d.** Adverbs of contrast
9. " **however** " is an example of :
a. Conjunctions of contrast **b.** Preposition of contrast
c. Conjunctions of concession **d.** Adverbs of contrast
10. Smart devices and other -----, such as clothing, could be used to ----- your body's fat and water content.
a. sensors/ embedded **b.** alert / malfunction **c.** wearables/ track **d.** hack/ alert
11. -----which can monitor your heart rate could be -----in your body and alert the doctor if there are any problems.
a. sensors/ embedded **b.** alert / malfunction **c.** wearables/ track **d.** hack/ alert
12. Some people are concerned that it is easy to-----into a self-driving car, or that there might be a ----- causing an accident.
a. sensors / embedded **b.** alert / malfunction **c.** wearables / track **d.** hack/ malfunction
13. Increasingly, smart devices use a digital fingerprint or ----- rather than a PIN.
a. sensors **b.** facial recognition software **c.** wearables **d.** hack
14. A smart fridge that keeps grocery lists is one example of a -----.
a. household appliance **b.** facial recognition software **c.** wearables **d.** hack
15. People started taking selfies to present a ----- picture of themselves.
a. flattering **b.** curate **c.** attributes **d.** superficial
16. People started taking selfies to manage and **16.**----- what they wanted to tell the world about their physical **17.**----- , their personality, their relationships and their hobbies.
a. flattering **b.** curate **c.** attributes **d.** superficial
17. **a.** flattering **b.** curate **c.** attributes **d.** superficial
18. On a ----- level, their holiday photos look relaxed and natural, but in reality they've been very carefully planned – and paid for.
a. flattering **b.** curate **c.** attributes **d.** superficial

19. Appearances can be -----.

- a. deceptive b. enhance c. flaws d. features

20. You can add filters to ----- how you look, remove any 21. ----- or even change the shape or size of your facial 22. -----.

20. a. deceptive b. enhance c. flaws d. features
21. a. deceptive b. enhance c. flaws d. features
22. a. deceptive b. enhance c. flaws d. features

23. I find the architecture of the city -----.

- a. appealing b. influential c. envious d. upbeat

24. He's very ----- and so he should act responsibly.

- a. appealing b. influential c. envious d. upbeat

25. I'm ----- of people who learn Maths easily.

- a. appealing b. influential c. envious d. upbeat

26. My piano teacher was very ----- about my progress, which made me feel great.

- a. appealing b. influential c. envious d. upbeat

27. I've done ----- revision, so I should pass my exams with good grades.

- a. endless b. influential c. envious d. upbeat

28. That style of trousers looks really ----- now.

- a. dated b. old-fashioned c. outdated

29. The software isn't working very well because it's rather -----.

- a. dated b. old-fashioned c. outdated

30. The telephone is very large and -----, with a wire connecting it to the wall.

- a. dated b. old-fashioned c. outdated

31. The kitchen drawer is full of handy ----- to slice onions or peel eggs and so on.

- a. appliances b. gadgets c. devices

32. The spy's ----- listening was hidden inside a pen.

- a. appliance b. gadget c. device

33. We will need a van to move the kitchen -----, such as the freezer and cooker.

- a. appliances b. gadgets c. devices

34. The word " **obsolete** " means :

- a. not in use any more because a newer invention exists
b. small problems that prevent a device from working well
c. everything a piece of software can do
d. old-fashioned

35. The word " **bugs or glitches** " means :

- a. not in use any more because a newer invention exists
b. small problems that prevent a device from working well
c. everything a piece of software can do
d. old-fashioned

36. The word " **functionality** " means :

- a. not in use any more because a newer invention exists
b. small problems that prevent a device from working well
c. everything a piece of software can do
d. old-fashioned

37. The word " **outdated** " means :
- not in use any more because a newer invention exists
 - small problems that prevent a device from working well
 - everything a piece of software can do
 - old-fashioned
38. The word " **state-of-the-art** / **latest** " means :
- most modern
 - using the most recent ideas and methods
 - deal with
 - the ability of one piece of equipment/ software to be used with another
39. The word " **latest** / **state-of-the-art**" means :
- most modern
 - using the most recent ideas and methods
 - deal with
 - the ability of one piece of equipment/ software to be used with another
40. The word " **handle**" means :
- most modern
 - using the most recent ideas and methods
 - deal with
 - the ability of one piece of equipment/ software to be used with another
41. The word " **compatibility**" means :
- most modern
 - using the most recent ideas and methods
 - deal with
 - the ability of one piece of equipment/ software to be used with another
42. The word " **upgrade**" means :
- change for something newer or better
 - using the most recent ideas and methods
 - deal with
 - the ability of one piece of equipment/ software to be used with another
43. The word " **backed up**" means :
- stored on a computer / other device so it won't be lost
 - using the most recent ideas and methods
 - deal with
 - the ability of one piece of equipment/ software to be used with another
44. Very few of our new laptops have CD drives as CDs are virtually -----.
- obsolete
 - gadgets
 - devices
45. This shop is full of clever little ----- that make excellent presents.
- obsolete
 - gadgets
 - devices
46. The app is designed to work on handheld ----- rather than laptops.
- obsolete
 - gadgets
 - devices
47. Many young people spend a lot of time working on their online image. Some of them ----- their image like this for fun.
- feature
 - curate
 - fit in
48. Others feel it is an important part of who they are, and some just want to -----with a certain group of friends.
- feature
 - curate
 - fit in

49. Teens use their smart -----to blog, comment and communicate their ideas .
 a. feature b. devices c. fit in
50. Often post photos that have been **50**----- with the **51** ----- app installed on their phones.
50. a. embedded b. enhanced c. fit in
51. a. latest b. outdated c. fit in
52. Alia : Are you still using that ----- old headphone, Maha?
 a. latest b. outdated c. fit in
53. Maha :Sure! I mean, there's nothing wrong with them. I'm not the kind of person who has to have the -----model of everything.
 a. latest b. outdated c. fit in
54. Alia :Well, I know, but you love music so much that it seems a shame not to have headphones that can ----- the bass better.
 a. latest b. outdated c. handle
55. Talal : Have you thought about-----?
 a. compatibility b. dated c. state-of-the-art
56. Kamal : Hmm. You're right. But all my games are so ----- now that it probably doesn't matter. Games are my thing.
 a. compatibility b. dated c. state-of-the-art
57. I've saved up the money myself, so I'm going to invest in a -----console.
 a. compatibility b. dated c. state-of-the-art
58. Faten : This laptop is full of -----things go wrong every minute!
 a. bugs b. back up c. upgrade d. old-fashioned
59. Laila : Make sure you ----- your work then. You really don't want to lose your project.
 a. bugs b. back up c. upgrade d. old-fashioned
60. Faten : Oh, I will. Don't worry. To be honest, I think it's time for a(n) ----- .This one is nearly ten years old.
 a. bugs b. back up c. upgrade d. old-fashioned
61. Laila : Well, yes, it looks kind of ----- and it weighs a ton!
 a. bugs b. back up c. upgrade d. old-fashioned
62. You can't expect to keep a job if you're always late! The underlined word means -----
 a. hold down b. fitted in c. ate away at her d. broke off (from)
63. I have never really felt part of the group at school. The underlined phrase means -----
 a. hold down b. fitted in c. ate away at her d. broke off (from)
64. Every time she thought about it, the anxiety made her feel very bad. The underlined phrase means -----
 a. hold down b. fitted in c. ate away at her d. broke off (from)
65. He stopped what he was doing to talk to his friend. The underlined word means -----
 a. hold down b. fitted in c. ate away at her d. broke off (from)

66. The noise was too much for her and she finished by running from the room. The underlined word means -----
 a. hold down b. fitted in c. ate away at her d. ended up
67. I didn't expect to see you here! The underlined word means -----
 a. bump into b. fitted in c. ate away at her d. ended up
68. Experiencing something difficult can help you to grow as a person. The underlined word means -----
 a. hold down b. going through c. ate away at her d. ended up
69. Relax – it's going to be OK. 9 If you encounter any problems, let me know. The underlined word means -----
 a. hold down b. fitted in c. Calm down d. ended up
70. If you encounter any problems, let me know. The underlined word means -----
 a. hold down b. fitted in c. ate away at her d. come up against

1	D	9	D	17	C	25	C	33	A	41	D	49	B	57	C	65	D
2	C	10	C	18	D	26	D	34	A	42	A	50	B	58	A	66	D
3	B	11	A	19	A	27	A	35	B	43	A	51	A	59	B	67	A
4	A	12	D	20	B	28	A	36	C	44	A	52	B	60	C	68	B
5	B	13	B	21	C	29	C	37	D	45	B	53	A	61	D	69	C
6	A	14	A	22	D	30	B	38	A	46	C	54	A	62	A	70	D
7	C	15	A	23	A	31	B	39	B	47	A	55	A	63	B		
8	B	16	B	24	B	32	C	40	C	48	C	56	B	64	C		

UNIT NINE

1. People are always looking for new and ----- ideas for new attractions.
 a. lucrative b. extravagant c. costly d. splash out
2. The Marble Arch Mound was -----idea to build a small hill in the centre of London.
 a. lucrative b. extravagant c. costly d. splash out
3. The £6 million was a lot more ----- than the organisers thought it would be.
 a. lucrative b. extravagant c. costly d. splash out
4. Perhaps more people would have wanted to climb it if they hadn't had to -----on an entrance fee.
 a. lucrative b. extravagant c. costly d. splash out
5. They wanted to get tourists to visit an area that was not very ----- .
 a. costly b. splash out c. affluent d. well-off
6. The hotels, restaurant and shop owners have become more----- because of the route.
 a. lucrative b. splash out c. affluent d. well-off
7. I was embarrassed and felt like I'd really -----.
 a. messed up b. blunder c. flourished d. masterstroke
8. It was a huge ----- and I didn't get the marks I needed to go to that university.
 a. messed up b. blunder c. flourished d. masterstroke

9. In the end, I ----- there and got a great degree.
a. messed up b. blunder c. flourished d. masterstroke
10. I had what I thought was a really good idea – a ----- .
a. messed up b. blunder c. flourished d. masterstroke
11. I really tried, but just ----- , and in the end I gave up.
a. got nowhere b. paid off c. setback d. flop
12. If I'd invested a few weeks in finding out about my business idea, it would have really -----
a. got nowhere b. paid off c. setback d. flop
13. But I did learn something from the ----- do your market research first.
a. got nowhere b. paid off c. setback d. flop
14. The idea did not succeed and was a complete ----- .
a. got nowhere b. paid off c. setback d. flop
15. It's not easy to -----your mistakes and say sorry.
a. acknowledge b. admitting c. take, offer d. make
16. In most situations she is incapable of ----- that she's wrong.
a. acknowledge b. admitting c. offer d. make
17. Her 'shortcut' actually took twice as long, but did she ----- the blame or----- an apology?
a. acknowledges/ takes b. admitting/ makes c. take, offer d. makes / offer
18. So when I saw him, I decided to try and ----- amends.
a. acknowledge b. admitting c. take d. make
19. At some point, you will have to make a decision.
The correct replacement for the underlined phrase is:
a. Sooner or later b. pick and choose c. there and then d. more or less
20. The best universities can select which students to accept.
The correct replacement for the underlined word is:
a. Sooner or later b. pick and choose c. there and then d. more or less
21. They wanted me to sign up for the course immediately, with no time at all to consider.
The correct replacement for the underlined word is:
a. Sooner or later b. pick and choose c. there and then d. more or less
22. Although she was ten years older, she looked about the same age as me.
The correct replacement for the underlined word is:
a. Sooner or later b. pick and choose c. there and then d. more or less
23. After a hazardous journey, they were relieved to get home with no problems.
The correct replacement for the underlined phrase is:
a. pick and choose b. there and then c. more or less d. safe and sound

24. Wherever my cat has disappeared to, I just hope he'll come home with no problems.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

25. Visitors to the museum can select from over 100 arcade games from the 1980s and 1990s.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

26. Don't be too hard on yourself. After all, most people fail at something at some point.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

27. Like every business we have our good and bad times but generally we are successful.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

28. I can't sell it for less than 100 JOD. That's my lowest price – accept it or don't.

The correct replacement for the underlined phrase is:

- a. ups and downs b. take it or leave it c. more or less d. touch and go

29. We are almost finished here so I can meet you in about half an hour.

The correct replacement for the underlined phrase is:

- a. ups and downs b. take it or leave it c. more or less d. touch and go

30. It was uncertain whether the rescue team would be able to save the man in the cave.

The correct replacement for the underlined phrase is:

- a. ups and downs b. take it or leave it c. more or less d. touch and go

31. I was worried about you Amer! I'm so glad you are home -----

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

32. I said I'd be back by 9 o'clock and it's ten past so I'm ----- on time.

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

33. **Nadia:** I'm making omelettes if you want one.

Samia: Omelettes, huh? Not very exciting. How about something else?

Nadia: It's omelettes or nothing! ----- .

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

34. You really need to wear a helmet when you're on your bike, Nader.

----- you're going to injure yourself. It's only a matter of time!

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

35. I'd love to ----- to bungee jump.

- a. have the chance b. slim a chance c. give a chance d. grab the chance

36. There's ----- that we might succeed, but we'd need a lucky break.

- a. have a chance b. give a chance c. a slime chance d. grab the chance

37. If you do sports, there's always ----- of injury.

- a. risk b. luck c. lucky break

38. It was ----- that we met.

- a. luck b. risk c. chance

39. Given the -----, where would you most like to travel?

- a. chance b. risk c. luck

40. I'd like to take this ----- to thank you for all your help.

- a. opportunity b. risk c. luck

41. As soon as I heard about the trip, I grabbed the ----- to go on it.

- a. chance b. risk c. luck

42. This is your last -----; I won't make the offer again.

- a. chance b. risk c. luck

43. I'm sure parachuting would be exciting, but it wouldn't be worth the -----.

- a. chance b. risk c. luck

44. The ----- of injury or even death is very high for base-jumping wing-suit flyers.

- a. chance b. risk c. luck

45. You've won three games in a row now – what -----!

- a. chance b. risk c. luck d. opportunity

46. It's already 10 p.m. so there is very little ----- of me staying awake for a whole film.

- a. chance b. risk c. luck

47. Given the -----, I'd love to take a sports car out for a drive.

- a. chance b. risk c. luck

48. The word that means (a terrible or painful experience that continues for a period of time) is:

- a. ordeal b. sea bed c. supplies d. opportunity

49. The word that means (the land at the bottom of the sea) is:

- a. ordeal b. sea bed c. supplies d. opportunity

50. The word that means (food and other ordinary goods needed by people every day) is:

- a. ordeal b. sea bed c. supplies d. opportunity

51. The phrase that means (thought carefully about what to do) is:

- a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal

52. The phrase that means (had the necessary result he wanted) is:

- a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal

53. The phrase that means (experienced less harm than might be expected) is:

- a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal

54. The phrase that means (had a very difficult or painful experience) is:

- a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal

55. The phrase that means (was forced to do something) is:

- a. had no choice but to do something b. kept (somebody) going
c. make oneself understood d. take its toll on somebody

56. The word that means (**helped him to continue, despite the difficult situation**) is:
 a. had no choice but to do something b. kept (somebody) going
 c. make oneself understood d. take its toll on somebody
57. The phrase that means (**communicate effectively**) is:
 a. had no choice but to do something b. kept (somebody) going
 c. make oneself understood d. take its toll on somebody
58. The phrase that means (**caused harm or suffering**) is:
 a. had no choice but to do something b. kept (somebody) going
 c. make oneself understood d. take its toll on somebody
59. The phrase that means (**believed something without even thinking about it**) is:
 a. (Not) have a clue b. take somebody's mind off something
 c. took something for granted d. take its toll on somebody
60. The phrase that means (**stop somebody from worrying about something**) is:
 a. (Not) have a clue b. take somebody's mind off something
 c. took something for granted d. take its toll on somebody
61. The phrase that means (**be unable to guess something**) is:
 a. (Not) have a clue b. take somebody's mind off something
 c. took something for granted d. take its toll on somebody
62. If we spent more on society, fewer people ----- live in hardship.
 a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up
63. If we'd eaten breakfast, we ----- so hungry now.
 a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up
64. If our house hadn't been burgled, I ----- a replacement passport.
 a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up
65. I ----- at 6 p.m. outside the shopping centre unless I hear differently.
 a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up
66. -----your bank cards immediately if you lose your wallet.
 a. cancel b. wouldn't be feeling c. wouldn't need d. 'll pick you up
67. A major advantage ----- electric cars is saving money.
 a. about b. of c. against d. on
68. Another obvious good point ----- Using technology in the class is watching educational program.
 a. about b. of c. against d. on
69. The first significant argument ----- doing exercise is to lose weight.
 a. about b. for c. against d. on
70. The correct preposition for (drawback or downside -----) is :
 a. about b. for c. to d. on

71. Ultimately, there are arguments ----- both sides.
a. on b. to c. about d. in
72. Having looked ----- both sides of the argument, I think / believe ...
a. for b. about c. at d. on
73. There were some minor ----- at the beginning of the project, but in the end it went well.
a. setbacks b. off c. masterstroke d. risk
74. His hard work paid ----- and he did really well in the final exams.
a. setbacks b. off c. masterstroke d. risk
75. He took a digital presentation to the interview and they loved it. What -----!
a. setbacks b. off c. masterstroke d. risk
76. This is not worth the ----- I always prefer to be safe.
a. setbacks b. off c. masterstroke d. risk
77. Oh no! I've really ----- . I've lost the house key. What shall we do?
a. messed up b. consider c. clue d. take
78. Well, let's ----- our options; we could try to open that window or break it.
a. messed up b. consider c. clue d. take
79. I haven't a -----
a. messed up b. consider c. clue d. take
80. It's cold out here. Now I realise how much I ----- my house for granted.
a. messed up b. consider c. clue d. take
81. Have a chocolate. It should take your mind ----- the cold.
a. take b. off c. do d. choice
82. Thanks! That should ----- the trick.
a. take b. off c. do d. choice
83. Well, I think we have no ----- but to break the window.
a. take b. off c. do d. choice
84. You must try to be flexible. There should be some give and ----- in any friendship.
a. take b. less c. there d. ups
85. I think it's more or ----- certain you'll get the job.
a. take b. less c. there d. ups
86. I had to decide if I wanted the job ----- and then. They said they couldn't wait.
a. take b. less c. there d. ups
87. The team has had its ----- and downs but they're doing very well now.
a. take b. less c. there d. ups
88. We got lost in the desert but in the end got home safe and -----
a. less b. there c. ups d. sound

1	a	10	d	19	a	28	b	37	a	46	a	55	a	64	c	73	a	82	c
2	b	11	a	20	b	29	c	38	a	47	a	56	b	65	d	74	b	83	d
3	c	12	b	21	c	30	d	39	a	48	a	57	c	66	a	75	c	84	a
4	d	13	c	22	d	31	a	40	a	49	b	58	d	67	b	76	d	85	b
5	c	14	d	23	d	32	b	41	a	50	c	59	c	68	a	77	a	56	c
6	d	15	a	24	a	33	c	42	a	51	a	60	b	69	b	78	b	87	d
7	a	16	b	25	b	34	c	43	b	52	b	61	a	70	c	79	c	88	d
8	b	17	c	26	c	35	a	44	b	53	c	62	a	71	a	80	d		
9	c	18	d	27	d	36	c	45	c	54	d	63	b	72	c	81	b		

GRAMMAR

UNIT ONE

1. The Present Simple Tense :

Key words : From time to time / every so often / nowadays – once in a while / every / each + time always , these days , often , usually , never , daily , weekly monthly , yearly , frequently , occasionally , sometimes , rarely , seldom , On Sundays , twice a month – three times a week

1. S + V1 / S + don't + v-inf. / Do + S + V-inf. ? - (I , we , you , they , plural)
2. S + V-s/es / S + doesn't + v-inf. / Does + S + V-inf. ...? - (he , she , it , singular)

We use the Present Simple to talk about : (Functions) :

1. routines and habits : / Things that happen repeatedly نتكلم عن الروتين واشياء تحدث بتكرار.

- He often **loses** touch with his colleagues . / -Most teenagers prefer texting to calling .
- Once in a while, Zeina **sends** books .

2. Facts and things that are generally / always true. أحقائق واشياء دائما تكون ثابتة أو حقيقية

Water **boils** at 100 C degrees. / Teenagers rarely write emails .

3. Permenant situations around the present time مواقف دائمة

He now **shares** a flat with a friend

4. Scheduled or fixed events in the future . أحداث ثابتة ومجدولة في المستقبل

The train **leaves** tonight at 6 pm.

5. With state verbs : love , like , believe , know , think (opinion) , look (appearance) , smell , have , appear , know

He **loves** getting traditional letters . / She **looks** very fit .

- What do you **think of** the message ? / What are you **thinking about** ? / My mum **thinks** it's the best idea .
- Just look at his face; I bet he **is thinking** about something amazing .

- I **don't see** why you want to stay in touch with him. / **I'm seeing** Ali these days.
- I **see** what you mean , but I can't agree with you . / **Are you seeing** any body these days, Faisal ?

- He **doesn't look at** the problem seriously. / **Why are you looking at** me that way ?
- Malek **looks** much better with his hair cut. - Do you know that man. He **has been looking at** you all evening.

- **Why are you smelling** that milk? Do you think it has gone bad ?
- When I got home , the flat **smelt** of smoke .

- We **are having** lunch now . Will you join us, please ?
- Apologies, but I **don't have / haven't got** much time at the moment. I'll get back to you soon . I promise.

- Monther Rayahhen **is appearing** award-winning TV show, The Invasion . يقدم برنامج
- She **appears** to be highly intelligent , but she's awfully lazy too.What a waste !

- Do you **know** how much credit you've got left on your phone ?

2. The Present Continuous Tense : مضارع المستمر

S + am , is, are + V-ing / S + am , is, are (not) + V-ing

currently / at this moment / right now / these days / now / at this moment / at present /
listen / look ! / Be quiet / Be careful / watch out / currently

1. Actions in progress at the time of speaking

أحداث وقت الكلام

- The phone is ringing and I can't find where I've put it .
- It's getting easier and easier to stay in touch with people .
- Landline telephones are becoming less and less common **thesedays** .

2. Things that are happening now or around now

- She is writing a text message right now .
- It's getting more and more difficult to maintain face-to-face communication **nowadays** .
- Nowadays , it is getting harder and harder to deal with technology.

3. Temporary actions in progress around now أحداث مؤقتة

He is thinking of getting a new phone.

4. Changes and developments -- Situations that are changing during the present time

The news is spreading quickly.

Young people are writing by hand less often these days .

5. To talk about future plans.

I'm **meeting** my father tomorrow.

3. The Present Perfect Simple: حدث في الماضي وله اثر او نتيجة في المضارع

1. S + has / have + V3 / S + hasn't / haven't + V3 / Has / Have + S + V3 ?

حتى الآن - مستمر

بين نقطتين

Key words : **ever since** - **in recent years** - **recently** - **since the dawn of time** / **since** / for / just
so far / already / lately / today / ever / never / yet / times / this week / this month

For : a week / an hour / three hours

Since : Saturday / yesterday / 1930 / last week / March / I was born .

1. The duration of states that began and finished in the past and the result is still in the present

- He's **been** stuck here for five years. -
- I have texted Ali three times today .
- I've sent five thousand text messages so far .

2. Completed past action with a present relevance / result .

Finished actions in the past when we don't say exactly when they happened.

- The lights have gone out. (now it's dark here)
- He has changed dramatically. (He looks very different now)
- They have written several essays very long .
- She has sent me a lot of emails recently, so I might get one today .

3. experiences during a present period of time :

Ali has written two essays today

4. The Present Perfect Continuous :

المضارع التام المستمر

1. S + **has / have + been + V-ing**
S + **hasn't / haven't + been + V-ing**

Key words

for , since , all + time , How long

3. (**V1 . has / have + been + V-ing**)

ربط الماضي بالحاضر

بدأت في الماضي، واستمر للوقت الحاضر

1. The duration of actions that began in the past and continue up to the present .

- An action in progress or repeated over a period of time up until now .

- Fatin has been studying all day .
- She has been writing this essay since this morning

2. Past processes with a present relevance / result .

I've got better grades because I've been studying a lot lately .

5. The Past Simple : (V2) =

(V) = S + V2 / (**not, v**) = S + didn't + V-inf. / **Qs** = Did + S + V-inf.... ?
(**be**) = was , were / (**not be**) = wasn't , weren't

at the time – earlier today – the day before yesterday – a little while back - in ancient times - thousands of years ago –
at the turn of the twentieth century - in 1960 - **when I was** a child, last week , ago ,

- actions or events completed (started and finished) at a specific time in the past .

- Neil Papworth **sent** the first text message in 1992 .
- I **forgot** my password and blocked my email account the day before yesterday.
- I **watched** a film when I **got** home from school .
- When I **looked** at my phone, the message **arrived** . (at exactly the same moment)

6. The Past Continuous :

يستخدم هذا الزمن لعرض فعل حدث في الماضي لفترة طويلة و يقترن الماضي المستمر مع زمن آخر يقطعه وهو الماضي البسيط.

Subject + was / were + V-ing ----- V2 / (I, he, she, it – was) / (we, you, they – were)

1. While + S + was / were + V-ing , S + was / were + V-ing

2. When + S + V2 , S + was / were + V-ing

1. In progress at a specific time in the past (provide background to other past events)

- While Adel was waiting for us, his mum was texting .
- We were writing to each other regularly back then .

2. A long activity interrupted by a short past action .

- I was watching a film **when** the lights suddenly went out .
- She sent me long emails everyday **while** she was travelling abroad .

7. The Past Perfect Simple : Subject + had + V3

نستخدم الماضي التام عندما يحدث زمان في الماضي، فيكون الزمن الأقدم ماضى تام (had + V3) ، والزمن الأحدث ماضى بسيط (V2)

1. After / As soon as / Because + S + (had + V3) ----- , S + V2

2. Before / By the time / when + S + V2 ----- , S + (had V3)

3. By + time (1920) , S + (had V3)

1. show the relationship between a situation in the past and an earlier state or action .

- show an action in the past that was completed before another action or time in the past

- Before Sami met his wife, he had been single for a decade .
- I'd **already talked** to the police officer about the burglarly, so he **knew** I was innocent .
- When I **looked** at my phone, the message **had arrived**, but I didn't notice it buzzing later .

8. The Past Perfect Continuous : Subject + had + been + V-ing V2

يشترط وجود V2 مع (for – since – all + time) او V2 مع (be , v)

1. After / as soon as / because + **had been + v-ing** (for – since – all) + time , S + v2
2. Before / by the time / when + V2 , **had been + v-ing** (for – since – all) + time
3. By + time (1920) , + **had been + v-ing**

1. talk about an activity which started before a second past event and was still in progress,

or had recently finished when the second event happened . We often say how long the activity had been going on.

1. They had been talking for an hour **before** sami arrived .
2. **When I woke up** , I saw that my brother had been cooking .
(It hadn't been completed or the result was that the kitchen was a mess.)

Tag Questions :

هي الاسئلة التي نستخدمها للتأكد من المعلومة وتأتي بمعنى (اليس كذلك)
الجملة المثبتة يكون السؤال فيها منفيًا والجملة المنفية يكون السؤال فيها مثبتًا ويأتي في نهاية الجملة .

1. You don't understand , **do you** ?
2. She usually comes in late , **doesn't she** ?
3. You are coming to the party, **aren't you** ?
4. He lives in Wadi Musa, doesn't he ?
5. They went to school , **didn't they** ?
6. She had a break, **didn't she** ?
7. We had met them before , **hadn't we** ?
8. **Nothing** has happened so far, **has it** ?
9. This is an amazing house, **isn't it** ?
10. Those are Martha's guests, **aren't they** ?
11. I can email my CV, **can't I** ?
12. Let's / Let us go to the cinema, **shall we** ?
13. Let me help you , **shall I** ?
14. Let her / him study tomorrow, **will you** ?
15. Open the door, **will you / won't you** ?
16. Don't come late, **will you** ?
17. You speak English, **don't you** ?
18. **Someone** has bumped into your car, **haven't they** ?
19. I'm still employed, **aren't I** ?
20. I'm not angry, **am I** ?
21. They haven't been to London yet , **have they** ?
22. He has to quit fatty food, **doesn't he** ?
23. I have to quit fatty food, **don't I** ?
24. I had to quit fatty food, **didn't I** ?
25. He has done his homework, **hasn't he** ?
26. They have done their homework, **haven't they** ?
27. They had finished, **hadn't they** ?
28. Nobody came to the presentation , **did they** ?
29. **Everybody** has their own ideas, **haven't they** ?
30. Nothing has happened so far, **has it** ?
31. Buy me the newspaper, **could you** ?
32. You would scarcely expect her to know that, **would you**? (neither, scarcely , hardly, nothing , no one , nobody , never)
- 3 I will go to Amman next week, **shall I** ?

Echo Questions :

سؤال الصدى : هذا السؤال يكون بين شخصين والفعل المثبت فيه يبقى مثبت والمنفي يبقى منفي وتستخدم لظهور الاهتمام والدهشة وجعل الحوار يسير بشكل أفضل

Show interests or express surprise and make a conversation goes smoothly.

A. I used to live in Moscow.

B. Did you ? I bet it was amazing .

A. Habib Actually, it's my birthday tomorrow.

B. Faisal Is it?

A. He goes to school at 7 a.m. .

B. Does he ?

A. He doesn't go to school at 8 a.m.

B. Doesn't he ?

A. He went to Aqaba last week .

B. Did he ?

A. I am having a great time .

B. Are you ?

A. Fatima and Sally have arrived .

B. Have they ?

A. I can't understand English.

B. Can't you ?

A. I always arrive early .

B. Do you ?

A. He has already done his homework .

B. Has he ?

A. He has to do his homework .

B. Does he ?

UNIT TWO

1. The Future Simple : The form of (will):

التنبؤات المستقبلية والتوقعات والقرارات وقت الكلام

S + will + V1 (base) + com. / S + will not (won't) + V1 + com. / Will + S + V1 + com?

I think , I am sure , I expect , possibly , probably, definitely , soon in the future , within + time

1. We use (will) to make prediction based on our opinions or expectations.

- He **will probably** be late, as usual.
- I'm **sure** you **won't** have any problems with it.
- I don't think we **will need** passwords, as computers will be able to recognise our faces.
- My grandfather is 89 years old, but he's in great shape, so I'm sure **he's going to live / 'll live** to be 100.
- Look at these statistics - they are very optimistic.
- Without a doubt, crime figures **will continue / are going to continue** to decrease in the near future.

2. to express a decision made at the moment of speaking: (future action decided now)

- Sorry about breaking your favourite mug. **I'll buy** you a new one, I promise.-
- **On second thoughts, I think I'll leave** it till the weekend. (**decision at the moment**)
- Send me the details ... I'll take a look.

2. The form of (be going to) : الخطط والنوايا المستقبلية وتتنبؤ مبني على دليل (not formal - personal)

S+ is / are / am going to + V1(base) + com.

Is/ Are + S+ going to +V1(base)?

S + isn't / aren't / am not going to + V1(base).

Wh-word + is / are + S + going to +V1- base ?

1. We use (going to) to talk about existing plans or intentions for the future:

- something that has already been decided.

- I'm going to study Architecture at college. / I'm going to give these old blankets to the charity shop.

2. to make a prediction based on evidence you have now:

You **are going to** have a busy weekend! (I know all the things my friend has to do at the weekend.)

3. The Future continuous وصف حدث سيكون لا زال مستمرا في وقت محدد في المستقبل

S+ will be + V1 (ing) + com. / S+ will not be + V1 (ing) + com.
Will + S+ be +V1 (ing) ? / Wh-word + will + S+ be +V1 (ing) ?

(by 2050 , next year , then , the time / in ten years , two months / at + time + future)

1. We use (will be + V-ing) to talk about an action that will be in progress at a particular time in the future:

- By the end of the century, more people will be living in the country than in cities.
- Will you be working on it at 5.30? - At this time next year , I will be studying English.
- Tomorrow at 5:00 , we will be celebrating . - In a few decades, everyone will be growing their own food.

2. to talk about events that will happen as part of the normal course of events, or routine: an action that is expected to happen in the normal course of events.

أحداث تحدث كجزء أو روتين من حدث طبيعي في المستقبل

- She'll be visiting her family at the weekend. (She does it every weekend.)
- She'll be explaining how to understand the labels on clothes.
- As usual on the show, we'll be showing you how to reuse everyday items.

The Future Perfect Simple

وصف حدث سوف ينتهي قبل وقت محدد في المستقبل

4. The form of (will have + V3) :

(by 2050 , by then , next year , then , the time / in ten years , two monthsBy the time + V1)

S+ will have + V3 + com. / S+ will not have + V3 + com.
Will + S+ have + V3? / Wh-word + will + S+ have +V3 ?

1. to talk about an action that will be completed before a particular time in the future:

- In 100 years' time, half the world's languages will have disappeared.
- By 2075 the population of the world will have risen to more than nine billion.
- By next year, I will have finished my university degree .
- Unfortunately, we won't have arrived by the time the restaurant closes at 9 p.m

The Future Perfect Continuous وصف حدث سيكون لا زال مستمرا في وقت محدد في المستقبل / المستقبل التام

5. The form of (will have been + V-ing) : (for + number + future time)

S+ will have +been + V (ing) + com. / S+ will not have + been + V1(ing) com.
Will + S+ have + been+ V1(ing)? / Wh-word + will + S+ have +been+ V1(ing) ?

1. If we want to focus on a duration of an action which is still ongoing at some point in the future.

An activity which continues up to a specific point in the future .

- I will have been living in Berlin **for three years in July**.
- By the time we reach the entrance, we'll have been waiting **for** three hours!

Note: Other modal verbs can be used instead of **will** with Future Continuous and Future Perfect forms to show different degrees of certainty (**might, may, could**)

6. Present Simple for the future events : S + V1 / V+s /es (formal)

- a future arrangement with another person. (open – close – start – end - - begin – land – take off)

- To talk about a scheduled events or timetabled in the future .

- It **starts** at 7 p.m. in the auditorium.
- The shopping centre **opens** at 10 a.m.

7. Present Continuous : S + am – is – are + V-ing

To talk about a future arrangement with another person.

- I'm **meeting** her next week to finalise the plans. - We're **meeting** early to go to the car boot sale.
- I'm **meeting** my cousin there at 9 a.m. to set up our stall.

Future forms for plans and hopes

be + adjective + infinitive : to talk about how **probable** it is that a future prediction will actually happen:

8. be bound / certain / sure to (this is almost **definite**) - very probable - almost certainly

- Global warming is certain to cause water shortages. /
- I am sure to come early tomorrow .
- You've done so much revision you're **bound** to pass your exams.

9. be likely to (this is probable) هذا محتمل - think -

- It is likely to rain tonight .
- Although we can't be certain, we think the pool is **likely** to be busy today.

10. be unlikely to (this is improbable) هذا غير محتمل not + probable - not + think

- With such strong winds, the airport is **unlikely** to be open.
- After her injury, it's **unlikely** that Laila will reach the finals.

11. For plans = be planning / hoping to + infinitive or be thinking of + gerund: (arranged)

- I'm planning to get someone to fix my car.
- They're hoping to do it soon.
- I'm thinking of creating a website.

12. be about to + infinitive: When something is happening **very soon**

على وشك
لا يستخدم فيها اي دليل

- They're **about to** announce a new competition.
- I am just about to start working on a project to design a shop window display.

13. be due to + infinitive: For timetabled events - (next week) (formal or personal) المواعيد الثابتة

It's **due to** go on display next week. من المقرر

14. be to + infinitive: الترتيبات والتعليمات والامور المستقبلية (the king – the prince – the queen – the minister)

For **formal or official arrangements, instructions or commands** we can use **be to+ infinitive:**

- The prince **is to visit** the new hospital and talk to the patients.
- Students are to arrive at 7 p.m. at the auditorium.

UNIT THREE

Past and Present Habits

1. We use the Present or Past Continuous + **always / constantly / forever**

to talk about a habit which is repeated more than usual, which the speaker finds unexpected or **annoying**:

للحديث عن عادة تتكرر أكثر من المعتاد، والتي يجدها المتحدث غير متوقعة أو مزعجة

S + am, is, are, was, were + always / constantly / forever + V-ing

Present : She's **always** complaining about the weather.

Past : She was **forever** arguing with her parents when she was younger.

2. We use **will / would + infinitive** : **S + + will / would + V-inf.**

تصرف أصبح من سلوك الشخص

- to talk about behaviour which is **typical or characteristic** of the person. - التحدث عن السلوك النموذجي أو المميز للشخص.

- They can describe both pleasant and annoying habits:

- لوصف العادات الممتعة والمزعجة

- **Would** is not used to talk about **past states**.

- لا تستخدم للحديث عن الحالات الثابتة الماضية

- We use **would** when the topic has been established and we usually specify the time:

e.g. : My dad **used to** work nights. He **would** come home at six in the morning

and we 'd have breakfast together, then he **used to** take me to school.

1. 'My parents **don't** let my brother use their car.' B. Well, he **will** go too fast whenever he drives.'

2. A. 'Jameel is thinking of travelling again.'

B. 'Yes, well, he **won't** stay in one place for more than a few months.'

3. A : 'I never really **believed** anything he said.'

B : 'That's not surprising. He **would** tell the most ridiculous stories.'

4. A: lama's hearing is getting really bad.' B. 'Well, she **will** keep listening to loud music.'

3. We use **used to + infinitive** to talk about a past state or repeated past actions:

تستخدم للتعبير عن حالات وعادات الماضي المتكررة ولا نحتاج استخدام اي تعابير زمنية لتحديد الوقت وتبين الاختلاف بين الماضي والحاضر

- I **used to** feel very negative about my job.

- At our old house I **used to** spend a lot of time with my friends.

Note : We can introduce new topics with **used to** and we do not need to specify a time:

ملاحظة: يمكننا طرح مواضيع جديدة ولا نحتاج إلى تحديد وقت:

e.g. : I **used to eat** a lot of chips and burgers, but now I eat healthy food. (NOT I'd eat ...)

- We used to live in Wadi Musa.

- We would always go to the seaside for our holidays.

- But one holiday, we went to the mountains instead.

اسم الفاعل واسم المفعول والجمل الموصولة

We use **a present participle clause** for an action or state that happened at the same time or after

an event in the story: **ing** نستخدم صيغة **اسم الفاعل** للحدث او الحالة التي تحدث في نفس وقت حدوث الفعل او بعد حدث اخر في القصة من خلال اضافة **للفعل ing**

-We use **a present participle** to replace a relative clause with **an active verb**,

إذا كان ما قبل اداة الوصل فاعل نحذف اداة الوصل ونضيف للفعل **ing** ولا نستخدم فعل مساعد في هذه الحالة

e.g. There was a wire **which attached** the phone to the wall.

جملة الوصل

There was a wire **attaching** the phone to the wall.

جملة الصفة

-We use **a past participle** to replace a relative clause with **a passive verb**,

اسم المفعول

إذا كان ما قبل اداة الوصل مفعول به اي صيغة المبني للمجهول نحذف اداة الوصل والفعل المساعد ويبقى التصريف الثالث كما هو ونستخدم فعل مساعد

e.g The copy **which was made** by the carbon paper was called the carbon copy.

جملة الوصل

= The copy **made** by the carbon paper was called the carbon copy.

جملة الصفة

Relative clauses

Relative Pronouns

who	للعاقل	Which	لغير العاقل
who(m)	للعاقل – المفعول به	Where	للمكان
When	للزمن	Whose	للملكية
that			للعاقل وغير العاقل بشرط عدم وجود فاصلة

There are two kinds of relative clauses: defining and non-defining. **جمل الوصل المحددة / المعرفة**

1. We can use **that** instead of **who/which** in defining clauses:

تستخدم لاعطاء معلومات ضرورية عن الاسم ولا يمكن حذفها

The person **who/that** designed the house is a world-famous architect.

The land **where** the house is built is extremely picturesque.

2. When the relative pronoun is the object of the relative clause, you can **omit who/which/that**:

The house (**which / that**) the family has built is unique.

يجوز حذف الضمير اذا كان هو المفعول به في الجملة

The house the family has built is unique.

3. When the relative pronoun is the subject of the relative clause, you cannot **omit who/ which/that**:

لا يجوز حذف ضمير الوصل اذا كان هو الفاعل في الجملة

It was the woman **who/that** had arrived earlier that day.

Non-defining clauses:

جمل الوصل الغير محددة / معرفة

تستخدم لاعطاء معلومات اضافية عن الاسم و يمكن حذفها او الاستغناء عنها

He had just arrived home with his wife, **who had been working that afternoon**.

The building, **which many considered ugly at first**, is today a UNESCO World Heritage site.

- to add a comment about the first part of the sentence. We always use **which** in these clauses:

لاضافة تعليق على الجملة الاولى كاملة نضيف كلمة مهما كان الاسم قبلها

People from all over the world visit the museum, **which** shows how deeply they are interested in learning about science.

Prepositions in relative clauses : حروف الجر في جمل الوصل : تأتي في نهاية الجملة في الانجليزية المنطوقة وتأتي

في بداية الجملة في اللغة الانجليزية الرسمية والمنطوقة ويتبعها لغير العاقل و للعاقل

This house is more modern than the last house (**which / that**) they lived **in**.

= This house is more modern than the last house **in which** they lived.

The architect knew the couple (**who / that**) he had designed the house **for**.

= The architect knew the couple **for whom** he had designed the house.

UNIT FOUR

Narrative tenses; Past Perfect Simple and Continuous

ازمنة السرد القصصي / الماضي التام البسيط والماضي التام المستمر
عندما نقوم برواية قصة حدثت في الماضي نستخدم الازمنة التالية لذلك : 1. الماضي البسيط لرواية الاحداث الرئيسية في القصة
2. الماضي التام البسيط والماضي التام المستمر لاعطاء معلومات خلفية عن هذه الاحداث background information

By the age of 15, he **had completed** his system.

He missed that event because he **had been** in hospital for two weeks.

We use the **Past Perfect Continuous** when we want to focus on **the duration** of an activity or **when we are explaining a past result**:

She was tired because she **had been flying** for hours.

Past Perfect Simple : - S + had + V3

الماضي التام البسيط

Linking words : when - after - because - as - before - by - by the time

We use the **Past Perfect Simple** to talk about:

نستخدم الماضي التام البسيط لتحدث عن

1. the duration of states before a specific point in the past

مدة الحدث قبل وقت محدد في الماضي

- She **had been blind for 12 years** when she **started** her journey.
- **By the age of fifteen**, he had completed his system.
- He missed that event **because** he had been in hospital for 2 weeks.

2. - completed earlier actions with a relevance to the time of the story

- for completed actions before another one

- We use the **Past Perfect Simple** to talk about an earlier completed action.

حدث مكتمل الحدوث وله صلة مع وقت حدوث القصة

- He **wrote** about a spot that he **had discovered** on the surface of Venus.
- After he had eaten, he washed his hands.
- They reported a fake news story about a man who was in hospital after he **had been shot** at a mine.

3. experiences that happened before a specific point in the past

تجربة معينة وقعت قبل وقت محدد في الماضي

By the time he **died**, he **had written** a lot of letters.

Past Perfect Continuous : (had + been+ ing) الماضي التام المستمر

We use the **Past Perfect Continuous** to talk about:

1. the duration of actions that began earlier in the past and continued to the time of the story

- to focus on the **length** of an activity - / an action in progress in the past.

مدة الحدث الذي وقع مبكرا في الماضي واستمر حتى وقت حدوث القصة

He **had been studying** bird migration **for** years

They later had to admit that they **had been copying** the other newspaper **for** years. (focus on the duration)

2. earlier past processes with a relevance to the main events in the story

الاحداث والعمليات الماضية والتي لها ارتباط بالاحداث الرئيسية في القصة

- to explain a past result.
- to talk about a situation or action which continued up to a certain time in the past.

- He had an accident with a pair of scissors that he **had been playing** with.
- He was tired as he **had been flying** for hours.

3. We use the **Past Perfect Continuous** with repeated actions when we say how frequently something happened.

She had been visiting him **regularly**.

نستخدم الماضي التام المستمر مع احداث متكررة دون ذكر عدد المرات

4. We do not use the **Past Perfect Continuous** with repeated actions when we say how many times something happened .

لا نستخدم الماضي التام المستمر مع احداث متكررة عندما نذكر عدد المرات

She had been visiting him **three times** .

Negative inversion الاقلاب المنفي او الشرط المعكوس

We use negative inversion to **add emphasis** (special meaning) to a sentence:

نستخدم الاقلاب المنفي لاضافة التاكيد او معنى خاص للجملة

Negative inversion can sound quite **formal**, but it is also used in **more informal** contexts for dramatic effect.

الاقبال المنفي قد يبدو رسميا ولكنه كذلك سياق غير رسمي وعام للتأثير الدرامي .

negative adverbial + auxiliary verb + subject + clause:

الشكل : ظرف يدل على النفي + فعل مساعد + فاعل + فعل رئيسي (جملة / شبه جملة)

إذا لم يكن الفعل المساعد موجود نضع **do – does – did** او حسب الزمن

I had never felt so afraid Never had I felt so afraid .

Some common adverbs and adverbial phrases are: بعض الظروف / شبه الجمل الظرفية المألوفة

Adverbs and adverbial phrases	Arabic
Seldom / rarely	نادرا
Never / at no time	أبدا
hardly / barely / scarcely when ...	بالكاد (يا دوب) عندما
under no circumstances / in no way - model	غالباً الفعل المساعد هو
no sooner than had-when	غالباً الفعل المساعد هو
not only but also ... = In addition to = as well as = beside	ليس هذا فقط ولكن ولا تحت أي ظرف / ولا ممكن
Not once	ولا مرة
little - (did I / they know / imagine ...)	
استبدال عبارة never بالظرف ever عند التحويل وكذلك didn't ب did :	

ملاحظات مهمة :

1. هذه الظروف تفيد النفي فإذا كانت الجملة منفية فلا داعي لوضع نفي للفعل

You can't come late, that is against the regulations.

At no way can you come late, that is against the regulations.

2. إذا كان في الجملة اسم مصدر v-ing فنقوم بتحويل اسم المصدر إلى فعل حسب زمن الجملة في الشطر الثاني ثم وضع الفاعل

Beside **spoiling** the party, he has also injured himself.

Not only has he spoiled the party, he has **also** injured himself.

3. مع الظرف Not only نستخدم الظرف but also في الجملة الثانية ويكون التغيير فقط على الجملة الأولى :

- The film was awful, but it became more terrified.

Not only was the film awful, **but it also** became more terrified.

4. دائما مع الكلمات hardly / scarcely / barely نستخدم الظرف when وغالباً يكون الفعل المساعد had

- I checked on the emails and I found it was a fraud.

Hardly had I checked the emails **when** I found it was a fraud.

5. استبدال عبارة never بالظرف ever عند التحويل وكذلك didn't ب did :

- He can **never** guess what comes next.

Under no circumstances can he **ever** guess what comes next.

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- I'm not as tall as my father. → **In no way** am I as tall as my father.

- We didn't know about him when we hired him → **Little** did we know about him when we hired him.

- We shouldn't allow this to happen. → **Under no circumstances** should we allow this to happen.

- They didn't speak to each other → **Rarely** did they speak to each other.

- She didn't look at me at the party → **Not once** did she look at me at the party.

- The shop went bankrupt when it opened its doors. →

No sooner had the shop opened its doors when it went bankrupt.

غالباً الفعل المساعد هو had

-The film had only just begun when people started to walk out. →

Scarcely /Hardly /Barely / No sooner had the film begun when people started to walk out.

-I have seldom seen anything more shocking. →

Rarely / Seldom have I seen anything more shocking.

- He definitely didn't intend to offend anyone. →
In no way **had he intended** / **did he intend** to offend anyone.
- He is tall as well as attractive. →
Not only **is he tall**, **but he is also** attractive.
- He had absolutely no intention of doing it again. →
Under no circumstances **would he do** it again.
- They had no idea who he really was. →
Little **did they know** who he really was.

e.g. Slide the door to the right.

What you do is slide the door to the right.

- We can use **All (that)** ... in the same way,

e.g. Press the button.

All you do is press the button.

e.g. **The way that** you do it is to ... / **by + -ing** ...

1. You just need some scissors and masking tape.

2. You turn on the oven by pressing this switch.

3. I used a damp dishcloth to remove the stain.

What I used to remove the stain was a damp dishcloth.

4. Next you soak it in water.

5. He's really good at DIY.

Phrasal verbs	Obligation and necessity الإلزام والضرورة
must obligation and necessity / right الإلزام والضرورة There is no choice لا يوجد خيار آخر	<p>There is no choice</p> <p>We use must to talk about what is right or necessary. There is no choice: A good lifeguard must be an excellent swimmer. منقذ السباحة الجيد يجب أن يكون سباح ممتاز</p> <p>- the obligation comes from the speaker الإلزام يأتي من المتكلم نفسه</p> <p>- Your friend really must study harder. (= this is my idea – I want him to do it)</p>
have to = must = duty	<p>have to = must = duty----- used in all tenses (had to / have to / has to)</p> <p>- Have to is very similar to must. It can be used in all tenses: - I had to wear braces for two years. - You will have to keep this a secret.</p>
have to have got to Related verbs be required to be obliged to	<p>have to = have got to = be required to = be obliged to ----- used in all tenses</p> <p>indicate that the obligation is from somebody else or from outside الإلزام من شخص آخر أو من الخارج</p> <p>- My friend has to study harder. (= there is an external reason – perhaps a teacher has told him this)</p> <p>They are used in all tenses to refer to ‘outside authority’ that gives orders or sets rules: سلطة خارجية تعطي أوامر أو تضع أحكام</p> <p>- He was required to get proper qualifications. - We are obliged to come to school on time.</p>
need	<p>The verb need is used as a main verb (not an auxiliary): - He needs to be courageous</p>

Phrasal verbs	examples
Duty and advice Opinion واجب أو نصيحة أو رأي should /shouldn't, ought to /oughtn't Related verbs be supposed to	<p>should /shouldn't = ought to /oughtn't to = supposed to----- opinion or advice.</p> <p>We use should /shouldn't, ought to /oughtn't to to give our opinion or advice. A common modifier with this form is really: - Animals shouldn't suffer like this. - You really ought to be an expert.</p> <p>We use be supposed to to talk about what should / shouldn't happen according to rules or according to what is generally expected: للتكلم عما يجب أو لا يجب أن يحدث حسب القوانين أو ما هو مقبول بشكل عام - Animals are not supposed to suffer like this.</p>

Phrasal verbs	examples
No obligation ليس هناك إلزام don't have to needn't ليس بالضرورة Related verbs not required to not obliged to	<p>don't have to / needn't = it isn't necessary</p> <p>- We use don't have to and needn't to mean ‘it isn't necessary’: - He doesn't have to work today. - Pupils don't need to / needn't do this.</p> <p>not required to / not obliged to (It isn't necessary)</p> <p>- Human divers are not required to do the job. - Actors are not obliged to be glamorous.</p>

Phrasal verbs	Examples
Ability Lack of ability القدرة أو عدم القدرة can / can't could / couldn't be able to. (completion of action) Related verbs managed to succeeded in (ability on specific action)	can / can't and could / couldn't = be able to = managed to = succeeded in - We use can / can't and could / couldn't to describe ability or lack of ability : - He could play chess better than anyone I knew. be able to. - We use be able to to describe the completion of a specific action in the past. - In negative sentences both be able to and could are possible: - Hamzah wasn't able to/couldn't visit us last week, but he was able to (NOT could) phone. - The police managed to find the child in time. - He succeeded in persuading her to help. - be able / managed to : For ability on a specific occasion, we use (NOT could), e.g. للقدرة عن مناسبة محددة - My parents were able to / managed to find a nice apartment. - NOT My parents could find a nice apartment.

Phrasal verbs	Examples
Permission الاستئذان Can / could Related verbs Be allowed to Be permitted to	can / could = be allowed to = be permitted to ----- permission - We use can / could to ask for and give permission : - Can / Could I ask you a question? - I couldn't stay out late when I was younger. - Why has pollution of the beach been allowed ? - We are permitted to enter the lab.

Phrasal verbs	Examples
Prohibition المنع mustn't, can't and couldn't Related verbs not allowed to not permitted to forbidden	mustn't, can't and couldn't = not allowed to = not permitted to = forbidden - We use mustn't, can't and couldn't to say that something is not permitted : - People can't park their cars here. - Students are not allowed to go there. - We were forbidden to use the Internet in the office.

Phrasal verbs	Examples
Possibility الاحتمالية can could / might Related verbs be likely to be bound to be sure to	can / could / might ----- = generally possible We use can to talk about things which are generally possible : - It can rain heavily in winter. للتكلم عن احتمال حدوث شيء بشكل عام We use could / might to say that a specific thing is possibly true : - There could / might be life on other planets. احتمال صحيح لحدوث شيء محدد - This film is likely to win a number of Oscars. - It's a very difficult test. Some people are bound to (are sure to) fail this test.

Articles	Examples
<p>The indefinite article</p> <p>a / an</p>	<p>We use a / an with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because:</p> <p>الأسماء المفردة المعدودة عندما لا يعرف المستمع أي شيء تم الإشارة إليه أو أن الشيء لا يهمه لأنه (1) شيء من نفس الفئة (2) لأننا نذكر الشيء لأول مرة</p> <p>1. it is one of many of the same class : a job , an apple.</p> <p>2. we mention a person or thing for the first time: نذكر شخصاً أو شيئاً لأول مرة I'm reading a really good article.</p> <p>3. specific jobs : وظائف محددة</p>
<p>The definite article</p> <p>the</p> <p>1. الأسماء المفردة أو الجمع المعدودة عندما يكون معروف أي شيء معين نشير له لأنه (1) تم ذكره مسبقاً (2) لأنه فريد من نوعه (3) لأن الكلمات التي تتبعه تعرفه</p> <p>2. عندما يكون الشيء فريد من نوعه</p> <p>3. عندما يعرف الشيء بالكلمات التي تتبعه</p> <p>4. مع صيغة التفضيل</p> <p>5. مع المقارنة عند تحديد واحد من اثنين</p> <p>6. مع الأعداد الترتيبية</p> <p>7. مع العقود والقرون</p> <p>8. مع الفصول</p> <p>9. مع بعض الدول</p> <p>10. مع أسماء السلاسل الجبلية والمحيطات والبحار</p> <p>11. مجموعات محددة من الناس</p> <p>12. مع كلمات مثل سجن، مستشفى، مدرسة، كلية، جامعة عندما نتكلم عن الغرض منها كبنائات ولا نبحث عما تقدمه من خدمة</p>	<p>We use the (with any noun) when it is known which particular item is being referred to. This is because the thing / person:</p> <p>الأسماء المفردة أو الجمع المعدودة عندما يكون معروف أي شيء معين نشير له لأنه (1) تم ذكره مسبقاً (2) لأنه فريد من نوعه (3) لأن الكلمات التي تتبعه تعرفه ذكر الاسم من قبل</p> <p>1. was mentioned before: I'm reading a really good article. The article talks about ...</p> <p>2. is unique: فريد من نوعه Half of the population live in the capital.</p> <p>3. is defined specifically by the words that follow: يتم تعريفه على وجه التحديد بالكلمات التي تتبعه My grandmother is still the head of the family.</p> <p>We also use the with:</p> <p>4. superlatives: (est – most – least – fewest) صيغة التفضيل The largest city in Jordan is ...</p> <p>5. comparatives (when identifying one of a pair) : (er – more – less) I have two sisters. The older sister lives in Egypt.</p> <p>6. ordinal numbers: الأعداد الترتيبية The first time I went there was in 2018.</p> <p>7. decades, centuries عقود، قرون in the 1950s ; in the 18th century.</p> <p>8. seasons الفصول in the winter / spring / summer / autumn or fall</p> <p>9. Some countries : بعض الدول the USA, the UK, the UAE, the Hague</p> <p>10. With names of mountain ranges, oceans and rivers مع أسماء السلاسل الجبلية والمحيطات والأنهار The Himalaya, the Atlantic, the Nile, the Dead Sea</p> <p>11. groups of people مجموعات من الناس the poor, the rich, the elderly</p> <p>12. with words like prison, hospital, school, college, etc. when we are talking about their purpose as a building, كلمات مثل سجن، مستشفى، مدرسة، كلية، جامعة عندما نتكلم عن الغرض منها كبنائات ولا نبحث عما تقدمه من خدمة He came to the school to paint the walls. They went to the prison to visit their son.</p>

Articles	Examples
Zero article	1. We use no article with plural and uncountable nouns when we make general statements: لا نستخدم أداة التعريف مع الأسماء الجمع وغير المعدودة عندما نصدر عبارات عامة Life was very hard and over one million people emigrated.
No article	2. We use no article with words like prison, hospital, school, college, etc. when we are talking about their purpose as an institution , لا نستخدم أداة التعريف مع كلمات مثل السجن، المستشفى، المدرسة، الكلية، وما إلى ذلك عندما نتحدث عن غرضهم كمؤسسة I go to school every day. He's been in hospital for two weeks now.
1. لا نستخدم أداة التعريف مع الأسماء الجمع وغير المعدودة عندما نصدر عبارات عامة	3. We also use zero article with most place names, regions in the world. (exceptions: the USA, the UK, the UAE, the Hague) نستخدم أيضًا أداة التعريف صفر مع معظم أسماء الأماكن والمناطق في العالم. (الاستثناءات: الولايات المتحدة الأمريكية، والمملكة المتحدة، والإمارات العربية المتحدة، ولاهاي)
2. لا نستخدم أداة التعريف مع كلمات مثل السجن، المستشفى، المدرسة، الكلية، وما إلى ذلك عندما نتحدث عن غرضهم كمؤسسة	4. With uncountable nouns when we make general statements الأسماء غير المعدودة عندما نقصد عبارات عامة water, tea, coffee, news, advice, evidence. e.g. I need some water.
3. نستخدم أيضًا أداة التعريف صفر مع معظم أسماء الأماكن والمناطق في العالم. (الاستثناءات: الولايات المتحدة الأمريكية، والمملكة المتحدة، والإمارات العربية المتحدة، ولاهاي)	5. With the names of people (proper nouns), places, continents and most countries: Ali, Sameh Mall, Jordan, Paris, Africa أسماء العلم: الناس والأماكن والقارات وأغلب الدول
4. لا نستخدم أداة التعريف مع الأسماء غير المعدودة عندما نقصد عبارات عامة	6. with names of mountains Nebo Mountain = Mount Nebo أسماء الجبال المفردة
5. لا نستخدم أداة التعريف مع أسماء العلم: الناس والأماكن والقارات وأغلب الدول	
6. لا نستخدم أداة التعريف مع أسماء الجبال المفردة	

WATCH OUT!

- We use **of** after **(a) few, (a) little, much, many, some, several, most** when they are followed by a pronoun (**it, them**) or another determiner (**a, the, this, my**),
e.g. **Some of the students ... (NOT Some the students ...)**
 - When they are followed by **a noun**, we **do not use of**,
e.g. **Some students (NOT Some of students).**
 - We always use **of** after **long quantifying phrases**,
e.g. **a number of... the majority of...**
1. **A few** of the floorboards are loose.
 2. **Nearly all** the stains have been removed.
 3. **Most of the** chairs need repairing.
 4. **The majority** of us like the common room.

Reported Speech

11. Reported Speech : V1 → V2 → had + V3 → had + V3

عند التحويل من الكلام المباشر الى الكلام المنقول يجب الانتباه الى تغيير ثلاثة اشياء في الجملة وهي :
1. الفعل 2. الضمائر 3. الظروف المكانية والزمانية واسماء الاشارة

1. Tense changes :

تغيير الزمن

direct	Reported	direct	Reported
V1 (Present) →	V2 (Past)	may →	might
V2 →	had + V3	might →	might
had + V3 →	had + V3	ought to →	ought to
will →	would	must →	must / had to
would →	would	have to →	had to
shall →	shall	has to →	had to
should →	should	had to →	had to
can →	could		
could →	could		

don't →	didn't	has →	had
doesn't →	didn't	have →	had
didn't + V-inf. →	hadn't + V3	had →	had had
am →	was	had + V3 →	had + V3
is →	was	do →	did
are →	were	did →	had done
was →	had been		
were →	had been		

2. Pronouns :

الضمائر الانعكاسية	ضمائر الفاعل	ضمائر المفعول به	صفات الملكية
Reflexive Pronouns	Subject Pronouns	Object Pronouns	Possessive Adjectives
myself	I	me	my
himself	he	him	his
herself	she	her	her
ourselves	we	us	our
themselves	they	them	their
yourself - yourselves	You + V	V + you	your

3. Adverbs and demonstratives changes :

تغيير الظروف المكانية والزمانية واسماء الاشارة

today	that day	ago	before
tonight	that night	tomorrow	the day after
at the moment	at that moment	tomorrow	the following day
now	then – at that time	next	the following / after
yesterday	the day before	this	that
last week	the week before	these	those
last week	the previous week	here	there
last month	the month before		
last month	the previous month		

this → that (in time expressions)

this / that → the

Basic rules

When we report what people said, we:

تحويل الجملة الخبرية

أشهر أفعال نقل الكلام للجمال هي : say-said , tell-told

ارجع الفعل زمن للخلف ما عدا الماضي التام والأفعال الشكلية وغير الضمان

1. move the original verb 'one tense back'

'I've found **you** a new phone.'

He told me (that) **he** had found **me** a new phone.

2. use say (that)

I will come . He **said** he would come.

2. استخدم كلمة (قال) وبعدها **that** بدون مفعول به

3. use tell + object (that)

I will come . He **told** me he would come.

3. استخدم كلمة (اخبر) وبعدها **that** ثم مفعول به

- | | |
|---|---|
| 1. " I go to school on foot." | Ahmad said that he went to school on foot. |
| 2. " I live in Amman" | He said (that) ----- |
| 3. "My baby is sleeping now ". | She said (that) ----- |
| 4. " I was waiting for you yesterday" | Sami told Fatima (that) ----- |
| 5. " I was waiting for you " | Alia told Omar (that) ----- |
| 6. ' I've found you a new phone.' | He told me (that) ----- |
| 7. Muna said that they had a big house. | "-----" |
| 8. The teacher said that they had visited Petra" | "-----" |

تحويل الأوامر commands

told + object + to / ordered + object + to

ترتيب الأمر المنقول: أشهر فعل نقل الأمر هو:

- Meet me here today .
He **told me to meet** him there that day.

- "Don't come late tomorrow!"
He ordered me -----

استخدم **tell + object + (to) + infinitive**

إذا كان الأمر / الطلب بالنفي نضع **not** بعد المفعول به
ونحذف **Don't**

use **told + object + (not) + infinitive**

Requests تحويل الطلبات

asked + object + to

ترتيب الطلب المنقول: أشهر فعل نقل الطلب هو:

"Buy the fish."
He asked me **to buy** the fish.

"Close the window, please."
She asked her son -----

استخدم **asked + object + (to) + infinitive**

When we report what people asked , we:

Wh- questions

- "Where is he ?"
He asked where he was .
- "When do they play ?"
He asked me when he played .
- "What does he study ?"
He asked what he studied .
- "What did he study ?"
He asked me what he had studied .
- "Where was he ?"
He asked me where he had been .

Yes/ No questions

use **ask** + (object) + **if / whether** for yes/ no questions

- He **asked** (me) **if / whether** I could write.

- "Is he Ali ?"
He asked me if he was Ali .
- "Do you speak English ?"
He asked me if I spoke English.
- "Does he speak English ?"
He asked me if he spoke English .
- "Did he speak English ?"
He asked me if he had spoken English.

ترتيب السؤال المنقول: أشهر أفعال نقل السؤال هي:

ask-ed/ want-ed to know / inquire-d

يصبح ترتيب السؤال عند نقله كترتيب الجملة حتى أننا لا نضع علامة سؤال في النهاية

7. استخدم كلمة (سأل) وبعدها **if / whether** (إذا) لاسئلة نعم / لا

- عند تحويل السؤال :

- إذا بدأ السؤال بفعل مساعد نضع كلمة **if / whether** ثم الترتيب فاعل + فعل

- إذا بدأ السؤال ب **WH** أو **How** نضعها كما هي ثم الفاعل + الفعل المساعد

- إذا وجد في السؤال كلمة **do** تحذف ويحول الفعل الى **V2**

- إذا وجد في السؤال كلمة **does** تحذف ويحول الفعل الى **V2**

- إذا وجد في السؤال كلمة **did** تحذف ويحول الفعل الى **had + V3**

- إذا لم يوجد في السؤال **do-does-did** يعكس الفاعل مع الفعل ويحول حسب الزمن

"Why are you annoying me?"

He wanted to know -----

No change

It is not necessary to change verbs when:

ليس من الضروري تغيير الأفعال عندما :

1. we use a Present Simple / Present Perfect reporting verb:

He **says** he'll be back next week.

1. عندما نستخدم المضارع البسيط للحديث عن الأفعال

2. we use a Present Simple / Present Perfect reporting verb:

He **has said** he'll be back next week

2. عندما نستخدم المضارع التام للحديث عن الأفعال

3. the statement is reported soon after it was said so the situation is still relevant:

He **said** he'll be back next week. (It's the same week.)

3. عندما تنقل العبارة بعد وقت قصير من قولها، لذا فإن الوضع لا يزال ذا صلة

4. the reporter believes that the fact / opinion is still true

Dad **said** he is very happy.

4. عندما يعتقد القائل أن الحقيقة / الرأي لا يزال صحيحا

عند ارجاع الجملة المحولة الى الكلام المباشر :

1. نحذف افعال نقل الكلام من الجملة مع كلمة *that*
2. نرجع الافعال من التصريف الثاني الى الاول ومن *had + V3* الى *V2*
3. نعيد جميع الظروف واسماء الاشارة الى اصلها في الكلام المباشر
4. اذا وجدت كلمة *to* بعد فعل نقل الكلام تحذف ونبدأ الجملة بفعل الامر بعدها .

عند ارجاع السؤال المنقول الى السؤال المباشر :

1. نضع اداة السؤال التي تبدأ بـ *WH* كما هي في السؤال المباشر
2. اذا كانت الجملة تحتوي على فعل مساعد وفاعل عند تحويله للسؤال المباشر نعكس *V2* الى *V1* ومن *had + V3* الى *V2*
3. نعيد جميع الظروف واسماء الاشارة الى اصلها في السؤال المباشر

1. He said he was at home.
“ I am at home.”
2. Ahmad said that he went to school on foot.
“ I go to school on foot.”
3. She said that her baby was sleeping then.
“ My baby is sleeping now .”
4. Mum said that they had a big house.
“ We have a big house.”
5. Ali said that he had bought a new car the day before.
“ I bought a new car yesterday.”
6. He asked me where I was from.
“ Where are you from?”
7. He asked me what I had bought the day before.
“ What did you buy yesterday?”
8. He wanted to know where I lived .
“ Where do you live?”
9. He asked me if I had studied English .
“ Did you study English?”
10. He asked me if I was a teacher .
“ Are you a teacher?”

Reporting verbs أفعال نقل الكلام

agree-d	يوافق	insist-ed	يصرّ	deny-denied	ينكر
warn-ed	يحذّر	recommend-ed	يوصي	threaten-ed	يهدد
explain-ed	يوافق	admit-ted	يعترف	encourage-d	يشجع
promise-d	يعد	advise-d	ينصح	praise-d for	يمدح
regret-ed	يندم	suggest-ed	يقترح	accuse-d of	يتهم
refuse-d	يرفض	remind-ed	يذكر	apologise-d for	يعتذر
order-ed	يامر	ask-ed	يطلب / يسأل	object-ed to	يعترض على
decide-d	يقرر	persuade-d	يقنع	congratulate-d on	يهنيء بمناسبة
blame-d	يلوم	invite-d	يدعو / يعزم	complain-ed	يتذمر / يشكو
critisied-ed	ينتقد	offer-ed	يعرض	propose-d	يقترح
demand	يتطلب				

Reporting Verbs

Reporting verbs are used to summarise what someone said. They follow these patterns:

تُستخدم أفعال الكلام المنقول لتلخيص ما قاله شخص ما. وهي تتبع هذه الأنماط

1. Verb + (that) + clause

explain , admit , agree, complain, deny, insist, promise, recommend, regret , suggest

- He **explained (that)** tickets were expensive.

2. Verb + object + (that) + clause = warn , advise, persuade, promise, remind

He **warned him (that)** he was in danger.

3. Verb + to (not) infinitive = agree, decide, refuse, threaten , regret , advise , offer , promise

- He **offered to pay** them \$10 an hour. - The publishers **promised to look** at her book.

4. Verb + object + to (not) infinitive = encourage , ask, invite, order, persuade, remind, tell, warn , advise

- They **encouraged him to** try again.

5. Verb + (not) gerund = suggest , admit, advise, deny, recommend , regret

- She **suggested getting** a job as a secretary.

6. Verb + preposition + object + (not) gerund = insist on, object to , apologize for

- They **apologised for not listening** to her.

7. Verb + object + preposition + (not) gerund

criticize somebody for / accuse somebody of, blame somebody/something for, congratulate somebody on, praise somebody for / warn somebody against / about

- He **criticised her answer for being** too short.

8. - We use **that + should** clause to provide information about the object.

- We use it with verbs that express the idea that an action is necessary,

demand, recommend, suggest:

نستخدمها مع الأفعال التي تعبر عن فكرة ان ذلك الإجراء ضروري

His boss **suggested that** he **should** take a holiday. / They **recommended that** she **should** drive.

9. We can also use these verbs with **that + Present / Past Simple clause** = insist , propose

He **insisted that they take / took** the money. / She **proposed that he take / took** a computer.

1. explain = He explained that

2. admit = He admitted that / He admitted + V-ing

3. agree = He agreed that / He agreed to + V-inf.

4. deny = He denied that / He denied + V-ing

5. insist = He insisted that

He insisted **on** + object + V-ing

He insisted that + Present , Past clause

6. promise = He promised that / He promised to + V-inf.

He promised + object + that

7. suggest = He suggested that /

He suggested + V-ing

He suggested that + subject + should

8. advise = He advised + object + that

He advised + to + V-inf.

/ He advised + object + to + V-inf. /

He advised + V-ing

9. regret = He regretted that /

He regretted + to + V-inf.

/ He regretted + V-ing

The passive المبني للمجهول

لفهم القاعدة جيدا يجب معرفة شكل جملتي المعلوم والمجهول

We use **the passive** to draw special attention to **the agent** by moving it to the beginning of the sentence.

نستخدم المبني للمجهول للتركيز بشكل خاص على المفعول به عن طريق نقله إلى بداية الجملة

We often use **the passive** to draw special attention to **the agent** by moving it to the end of the sentence.

غالبًا ما نستخدم المبني للمجهول لوضع تركيز خاص على الفاعل عن طريق نقله إلى نهاية الجملة وإذا ذكرنا الفاعل نستخدم قبله كلمة **by**

We mention the agent (a British company) because it is new and important information.

ذكرنا الفاعل لأنه معلومة جديدة ومهمة

We don't mention the agent if it is: obvious , unknown , unimportant

Active	Passive
S + V1 + O We wear a transmitter on the body	O + (am – is – are) + V3 + by + S A transmitter is worn on the body
S + V2 + O He played tennis .	O + (was / were) + V3 + by + S Tennis was played.
S + (will , shall , must , has to ,) + V . inf. + O would , can , could , may , used to , have to , has to You can switch it on text message. They are going to show it. It will affect your appearance. You need to fill it with water .	O + (will / shall , ...) + be + V3 + by + S It can be switched on by text message. It is going to be shown Your appearance will be affected. It needs to be filled with water.
S + (am-is-are) + V. ing + O He is playing many games	O + (am-is-are) + being + V3 + by + S Many games are being played.
S + (was / were) + V. ing + O He was playing many games.	O + (was / were) + being + V3 + by + S Many games were being played.
S + will + have + V3 + O He will have played many games	O + will + have + been + V3 + by + S Many games will have been played .
S + (has-have-had) + V3 + O He has played many games. He had visited Petra.	O + (has-have-had) + been + V3 + by + S Many games have been played. Petra had been visited.
- don't – doesn't ----- am not , isn't , aren't - didn't ----- wasn't , weren't - am , is , are + always , usually , often + V3	by : Focuses on the agent , means , methods with : focuses on the tools , instruments

Some verbs are usually followed by **the infinitive** and others by **a gerund form**

يرغب / يميل الى

بعض الأفعال يتبعها مجرد وبعضها يتبعها اسم الفاعل

1. Verbs followed by a gerund :

risk , enjoy , fancy , persuade , invite , congratulate

2. Verbs followed by the infinitive :

appear, ask , arrange, need, require, employ

- I require you to be on time.

-I don't fancy going out tonight.

-You are required to be on time.

-I don't fancy being gone tonight.

3. The passive gerund being + V3

Nobody likes anything telling them about their bad habits =

Nobody likes being told about their bad habits

We usually avoid the passive in **informal language**.

We can use **you or they** to refer to people in general:

- We usually avoid the passive form structure in

A) informal language. B) newspaper reports C) academic writing D) more personal and objective situations

The passive with two objects

المبني للمجهول مع مفعولين

أفعال تأخذ مفعولين منها: يساعد، يعرض، يدفع، يعد، يرسل، يعلم، يعطي، يعرض

(hand – offer – pay – promise – send – teach – give – show)

يمكن أن تحتوي بعض الأفعال على مفعولين، ويمكن أن يصبح أي من المفعولين به فاعلاً في صيغة المبني للمجهول – ويعتمد ذلك على ما يريد الكاتب التركيز عليه. إذا بدأت بالمفعول به رقم 2 فيجب أن تضع **to** قبله

1. It will show **people (O1)** the consequences **(O2)** of an unhealthy lifestyle. -

- **People** will be shown **the consequences** of an unhealthy lifestyle.

-**The consequences** of an unhealthy lifestyle will be shown **to people**.

2. It gives **anyone (O1)** who touches it **an electric shock (O2)**.

-**Anyone** who touches it is given **an electric shock**.

-**An electric shock** is given **to anyone** who touches it.

3. Sami gave Alia a present .

- Alia was given a present.

- A present was given to Alia .

المجهول غير الشخصي Impersonal passive structures

Function : The Impersonal Passive is a formal way of reporting thoughts, sayings, beliefs and opinions .
يمكننا نقل الأفكار والاقوال و المعتقدات والآراء باستخدام أفعال مثل:

المبني للمجهول غير الشخصي Impersonal Passive

We can use the impersonal passive with:

يقول يعتقد يدعي يتوقع
(say = said , think = thought , claim = claimed , believe = believed , suggest = suggested
يبرهن يعرف يفترض
prove = proved , know = known , assume = assumed , expect = expected , remark = remarked
reveal = revealed , consider = considered , report = reported

1. اذا بدأت جملة المبني للمجهول غير الشخصي ب **it** كفاعل في البداية .

2. نحول الفعل الاول للمبني للمجهول ويبقى باقي الجملة كما هي :

- Scientists **say** **that** dolphins **are** highly intelligent . = **It is said that** dolphins are highly intelligent

3. The impersonal passive can also be used with (object + infinitive) :

1. نبدأ بالفاعل الثاني بعد (that) كفاعل اول لجملة المبني للمجهول

2. نحول الفعل الاول للمبني للمجهول ثم نضيف كلمة (to) مباشرة .

3. نحول الفعل الثاني بعد كلمة (to) حسب القواعد التالية :

4. اذا بدأت الجملة بمصدر أي (V + ing) فانه يعامل معاملة المفرد =

Reading stories **is**..... / Eating health food **helps**

1 فاعل 1 فعل 2 فاعل 2 فعل **that** 1 فاعل 1 فعل
- They believe **that** the story is true . = The story **is believed to be** true.

تحويل الفعل الاول للمبني للمجهول	تحويل الفعل الثاني بعد كلمة (to)
V1 / V+s ----- (am – is – are) + V3	V1 / V+s ----- V-inf.
V2 ----- (was – were) + V3	am, is, are----- be
will , can, must , has to , used to ----- (will , used to + be) + V3	was, were ----- have been
has / have + V3 ----- (has / have + been) + V3	V2 / has +V3 / have + V3 / had +V3 ----- have +V3 have been + V3
am, is, are, was, were + V-ing ---- (am ,is ,are,was,were) + being +V3	will + V-inf. ----- V- inf.
doesn't + V / don't + V ----- (am not ,is not ,are not) + V3	am not , is not , are not ----- not to be

المبني للمجهول غير الشخصي 3 انواع : البداية بكلمة **if** / البداية بالفاعل الثاني / البداية بالمفعول به بعد الفاعل الثاني

1. They say that Saleem plays football well.

البداية ب **it**

It is said that Saleem plays football well.

2. They know that Fatema is honest.

البداية بالفاعل الثاني

Fatema is known to be honest.

3. People believed that Maradona scored many goals.

البداية بالمفعول به بعد الفعل الثاني

Many goals were believed to have been scored .

4. People believe that Messi scores many goals.

البداية بالمفعول به بعد الفعل الثاني

Many goals are believed to be scored

Conditional Sentences

1. The (Zero) type :

تستخدم لوصف شيء يحدث دائما ونتيجته حتمية ولا يوجد له احتمالات بعد اجراء او حدث معين وتستخدم مع الحقائق العلمية والحقائق الثابتة وقد يتقدم جواب الشرط على جملة الشرط مع حذف الفاصلة .

(A situation that the speaker considers is generally true.)

موقف يعتبره المتكلم صحيح بشكل عام (حقيقة)

If we heat water , it boils

If Clause	Main Clause (a fact)
If + S + Simple Present (V1) -(V- inf. / Vs-es (can + V-inf.) - (don't + V-inf. – doesn't + V-inf.) be = am , is , are not be = am not , isn't , aren't	If + S + Simple Present (V1) -(V- inf. / Vs-es (don't + V-inf. – doesn't + V-inf.) be = am , is , are (he , she , it + V-s / es) (not be) = am not , isn't , aren't (I , we , you , they + V1)

2. The first conditional (Type 1)

تستخدم لوصف نتيجة مستقبلية لاجراء او حدث مستقبلي معين

(A situation that the speaker considers is likely to happen.)

موقف يعتبره المتكلم ممكن حدوثه

If Clause	Main Clause الجملة الشرطية الاولى - الاحتمال
If + S + Simple Present (V1) Unless (V- inf. / Vs-es (don't + V-inf. – doesn't + V-inf.)	Subject + will ('ll) / will not (won't) + V-inf. If he has a car, he will be happy.

3. The second conditional (Type 2) :

(A hypothetical situation in the present or future.)

- موقف افتراضي في الحاضر أو المستقبل

- talk about an unlikely or imaginary situation in the present or future

للتحدث عن موقف غير ممكن او متخيل في المضارع /المستقبل

If + past, + would/might/could + infinitive to talk about an unlikely or imaginary situation in the present or future:

If Clause	Main Clause
- If + S + Past Simple = V2 - S + didn't + V-inf. be = was / were / (not be) = wasn't / weren't If I were , I would	Subject + would (wouldn't) + V-inf. 'd could might If I <u>were</u> a professional sportsman, I'd <u>probably be</u> much richer now.

4. The Third conditional (Type 3) :

(A hypothetical situation in the past.)

to talk about an imaginary situation in the past:

موقف افتراضي (غير حقيقي) في الماضي

للتحدث عن موقف غير ممكن او خيالي في الماضي

If I hadn't done all those things, I wouldn't have done so well at university

If I didn't speak Spanish, I'd never have met my Spanish friend. = (I speak Spanish. →I met my friend.)

If Clause	Main Clause
If + S + had + (V3) hadn't + v3	Subject + would + have + (V3) (Perfect infinitive) wouldn't

5. Mixed conditional : Mixed conditionals combine clauses from both second and third conditionals:

تجمع الجمل الشرطية المختلطة بين جمل من الشرط الثاني والشرط الثالث

If Clause	Main Clause
1. If + S + had + (V3) hadn't + v3	1. Subject + would + V-infinitive wouldn't
2. If + S + V2 (Past simple)	2. Subject + would + have + (V3) wouldn't

If + (had + V3) , would(n't) + Inf.

- We use this to talk about the present consequences of a hypothetical past situation:

نستخدم هذا للحديث عن العواقب الحالية لموقف افتراضي أو لحالة خيالية في الماضي

- We also use this to talk about the consequences in the present of an imaginary past situation:

نستخدم هذا أيضًا للحديث عن العواقب في الوقت الحاضر لموقف خيالي في الماضي

If I'd gone to university, I would have a better job.

If I'd won that competition, I'd be richer than I am now. = (I didn't win. I'm not rich.)

• If + Past Simple (V2) , would(n't) + have + V3 (perfect infinitive)

-We use this to talk about the effects of a hypothetical present situation in the past:

نستخدم هذا للحديث عن تأثيرات موقف افتراضي في الحاضر على الماضي

-We use this to talk about the effects of an imaginary present situation on the past:

نستخدم هذا للحديث عن تأثيرات موقف حالي خيالي على الماضي

If she wasn't clever, she wouldn't have had such a good job.

If I didn't speak Spanish, I'd never have met my Spanish friend. = (I speak Spanish. I met my friend.)

Wish = If only

1. Unreal past forms for past regrets : (S + wish or If only + Past Perfect - had + V3)

past regrets

الماضي غير الحقيقي للتعبير عن الندم (التحسر - الاسى) في الماضي

2. Unreal past forms for present wishes : (S + wish or If only + Past Simple - V2)

present regrets / wishes impossible or unlikely to happen / or things we would like to change.

الماضي غير الحقيقي للتعبير عن أشياء (أمنيات في الحاضر) ولكن مستحيل حصولها

Rule	Wish – If only : (express <u>regrets</u> about the past)
V2 ----- hadn't + V3	I slept too long. I wish I hadn't slept so long.
didn't + V-inf. ----- had + V3	I didn't do If only I had done
wasn't – weren't ----- had been	I wasn't successful. I wish I had been successful.
wasn – were ----- hadn't been	I was late . I wish I hadn't been late.
Rule	Wish – If only : (express wishes about the present)
V1 / V-s ----- didn't + V-inf.	We live in a small flat I wish we didn't live
don't / doesn't + V-inf. ----- V2	I don't know the answer. I wish I knew the answer.
am / is / are ----- weren't	He is far from here. He wishes he weren't far
am not / isn't / aren't ----- were	He is not tall enough. He wishes he were taller.
regret + V-ing ----- hadn't + V3	I regret being angry ----- I wish I hadn't been angry.
regret + not + V-ing ----- had + V3	I regret not being happy. ---- I wish I had been happy.
should have + V3 ----- had + V3	He should have been careful. – He wishes he had been
shouldn't have + V3 ----- hadn't + V3	He shouldn't have been careless. He wishes he hadn't been ..

تحه با ، الافعال ،

Can	couldn't	can't	could
Will	wouldn't	won't	would
have + V3 / has + V3	hadn't + V3	must	hadn't to
have to / has to = V1	didn't have to	mustn't	had to
have / has = V1	didn't have		

إذا بدأت الجملة بأحد العبارات التالية تحذف ولا تأخذ بزمانها ولا توضع في الإجابة :

I am sorry / It's a pity / It's a shame that / What a pity / I regret / I think..... / I believe ...

- I wish I **had** a car. (I don't have a car.)
- If only I **was/were** taller. (I'm not tall.)
- I wish you'd **told** me what sort of house it was. (You didn't tell me.)
- If only I'd **left** my car at home today. (I didn't leave my car.)

Past modals for criticising

الأفعال الشكلية في الماضي

1. We use **should (not) have + V3** when we **criticise a past action**:

It wasn't a good idea for me to do something, but I did it.

You **shouldn't have read** that letter. ----- We read the letter.

2. We use **could have + V3** when **something was possible, but didn't happen**, so we are **unhappy about the result**:

You **could have told** me you were coming today!

I think I could have got a better job if I had a degree.

3. We use **wish/if only + would** to talk about how we want someone else's behaviour to change.

Your room is a mess! I wish you **would pick up** your clothes from the floor!

If only my sister **would stop** borrowing my clothes!

4. We use **(needn't have + V3)** when **I did something, but it wasn't necessary**.

I needn't have worried because most people aren't judging anyone else

Combine the sentences using the words in brackets.

1. I **am** interested in teaching. I also have experience in this area. (as well as)
As well as being interested in teaching, I also have some experience ...
2. I **am** fluent in English. I also speak some Spanish and Portuguese. (not only)
Not only am I fluent in English, **but I also** speak some ...
3. I believe I would be an asset to the team.
I would be willing to commit for at least a year abroad. (furthermore)
I believe I would be an asset to the team. Furthermore, I would be willing to ...
4. I **have** experience. I also have relevant qualifications. (in addition to)
In addition to having experience, I also have ...
5. I **am** physically fit. I enjoy cycling. (besides)
Besides being physically fit, I also enjoy cycling.
6. I **am** hard-working. I am dedicated. (not only)
Not only am I hard-working, **but I am also** dedicated.

1. He often ----- touch with his colleagues. (from time to time , nowadays , once in a while , every so often) = routines and habits

- a. lose b. losing c. loses d. lost

2. Water ----- at 100 C degrees . = Facts and things that are generally true

- a. boiling b. boil c. boils d. is boiling

3. He now ----- a flat with a friend. = permanent situation about the present time

- a. share b. shares c. sharing d. shared

4. He ----- getting traditional letters. (not usually used in the continuous form) / I am seeing Ali these days = go out with

- a. love b. loved c. loving d. loves

5. What ----- about ? (think about = present continuous / What do you think of the message = opinion)

- a. do you think b. are you thinking c. does you think d. are you think

6. Once in a while, Zeina ----- books .

- a. send b. sending c. sent d. sends

7. He ----- of getting a new phone. (temporary actions in progress around now)

- a. think b. thinks c. is thinking d. are thinking

8. Nowadays , it ----- harder and harder to deal with technology. (Present Simple)

- a. getting b. get c. gets d. is getting

9. He ----- on his mobile at this moment . (actions in progress at the time of speaking) / currently , right now, these days

- a. is talk b. talks c. is talking d. talking

10. I ----- five thousand text messages so far . (experiences during a present period of time)

- a. send b. have sent c. sent d. am sending

11. The lights ----- . Now, It's dark here . (completed past actions with a present relevance/ result)

- a. has gone out b. go out c. have gone out d. are going out

12. Faten ----- all day .

- a. has studied b. has been studying c. have been studying d. is studying

13. Neil Papworth ----- the first text message in 1992 . (actions completed at a specific time in the past)

- a. sends b. sent c. has sent d. is sending

14. They ----- when suddenly the phone rang . (actions that were interrupted by a short past action)

- a. was studying b. studied c. are studying d. were studying

15. While Adel -----, his mum was texting . (actions in progress at a specific time in the past / provide background---)

- a. had waited b. waited c. was waiting d. waited

16. Before Sami met his wife, he ----- single for a decade . (a situation in the past and an earlier action)

- a. has been b. had been c. was been d. have been

17. They ----- for an hour before sami arrived . (an activity started before a second past event – still in progress)

- a. have been talking b. had talked c. had been talking d. had been talked

18. When I ----- , I saw that my brother had been cooking .

- a. had waken up b. woke up c. was waking up d. wake up

19. Ali ----- two essays today .

- a. is writing b. writes c. has written d. have written

20. The phone ----- and I can't find where I've put it .

- a. rings b. is ringing c. rang d. has rung

21. I usually take a break from my screen ----- to give my eyes a rest.

- a. earlier today b. right now c. from time to time d. nowadays

22. We've been learning about ancient methods of communication at school -----.

- a. last week b. nowadays c. at the time d. recently

23. I forgot my password and blocked my email account -----.

- a. from time to time b. nowadays c. in recent weeks d. the day before yesterday

24. The sentence “ **He often loses touch with his colleagues** “ indicates -----
 a. routines and habits c. permanent situation around the Present Time
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
25. The sentence “ **Water boils at 100 C degrees .** “ indicates -----
 a. routines and habits c. permanent situation around the Present Time
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
26. The sentence “ **He now shares a flat with a friend** “ indicates -----
 a. routines and habits c. permanent situation around the Present Time
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
27. The sentence “ **He is talking on his mobile.** “ indicates -----
 a. routines and habits c. permanent situation around the Present Time
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
28. The sentence “ **He is thinking of getting a new phone.** “ indicates -----
 a. Temporary actions in progress around now c. To talk about future plans
 b. Changes and developments d. Actions in progress at the time of speaking
29. The sentence “ **The news is spreading quickly.** “ indicates -----
 a. Temporary actions in progress around now c. To talk about future plans
 b. Changes and developments d. Actions in progress at the time of speaking
30. The sentence “ **I'm meeting my father tomorrow.** “ indicates -----
 a. Temporary actions in progress around now c. talk about future plans
 b. Changes and developments d. Actions in progress at the time of speaking
31. The sentence “ **He's been stuck here for five years.** “ indicates -----
 a. The duration of states that began in the past and continue up to now.
 b. completed past action with a present relevance / result .
 c. experiences during a present period of time .
 d. The duration of actions that began in the past and continue up to the present .
32. The sentence “**The lights have gone out and now it's dark here.** “ indicates -----
 a. The duration of states that began in the past and continue up to now.
 b. completed past action with a present relevance / result .
 c. experiences during a present period of time .
 d. The duration of actions that began in the past and continue up to the present .
33. The sentence “**He has changed dramatically, so he looks very different now** “ indicates -----
 a. The duration of states that began in the past and continue up to now.
 b. completed past action with a present relevance / result .
 c. experiences during a present period of time .
 d. The duration of actions that began in the past and continue up to the present .
34. The sentence “**I've sent five thousand text messages so far .** “ indicates -----
 a. The duration of states that began in the past and continue up to now.
 b. completed past action with a present relevance / result .
 c. experiences during a present period of time .
 d. The duration of actions that began in the past and continue up to the present .
35. The sentence “ **I've got better grades because I've been studying a lot lately .** “ indicates -----
 a. The duration of states that began in the past and continue up to now.
 b. completed past action with a present relevance / result .
 c. Past processes with a present relevance / result .
 d. The duration of actions that began in the past and continue up to the present .

36. The sentence **“While Adel was waiting for us, his mum was texting . “** indicates -----
- an action in progress at a specific time in the past .
 - An action in progress interrupted by a short past action .
 - an action in the past that was completed before another action or time in the past
 - talk about an activity which started before a second past event and was still in progress,
37. The sentence **“ She was studying when suddenly somebody tossed. “** indicates -----
- an action in progress or repeated over a period of time up until now
 - An action in progress interrupted by a short past action .
 - an action in the past that was completed before another action or time in the past
 - talk about an activity which started before a second past event and was still in progress
38. The sentence **“ Before Fadi met his wife, he had been single for a decade . “** indicates -----
- an action in progress or repeated over a period of time up until now
 - An action in progress interrupted by a short past action .
 - an action in the past that was completed before another action or time in the past
show the relationship between a situation in the past and an earlier state or action .
 - talk about an activity which started before a second past event and was still in progress,
39. The sentence **“ They had been talking for an hour before sami arrived . “** indicates -----
- an action in progress or repeated over a period of time up until now
 - An action in progress interrupted by a short past action .
 - an action in the past that was completed before another action or time in the past
 - talk about an activity which started before a second past event and was still in progress.
40. The sentence **“ He's been writing thank-you letters all morning. “** indicates -----
- an action in progress or repeated over a period of time up until now
 - actions that started and finished at a specific time in the past
 - things happening now or around now
 - situations which are changing during the present time
41. The sentence **“I wrote an English essay last night. “** indicates -----
- an action in progress or repeated over a period of time up until now
 - actions that started and finished at a specific time in the past
 - things happening now or around now
 - situations which are changing during the present time
42. The sentence **“She's writing a text message right now. “** indicates -----
- an action in progress or repeated over a period of time up until now
 - actions that started and finished at a specific time in the past
 - things happening now or around now
 - situations which are changing during the present time
43. The sentence **“ Young people are writing by hand less often these days “** indicates -----
- an action in progress or repeated over a period of time up until now
 - actions that started and finished at a specific time in the past
 - things happening now or around now
 - situations which are changing during the present time
44. The sentence **“ I was writing to Ali when he called me “** indicates -----
- actions in progress at a specific time in the past.
 - A long activity interrupted by a short one .
 - finished actions in the past when we don't say exactly when they happened .
 - actions and states which began in the past and continue until now .
45. The sentence **“ They have written several essays very long “** indicates -----
- actions in progress at a specific time in the past.
 - A long activity interrupted by a short one .
 - finished actions in the past when we don't say exactly when they happened .
 - actions and states which began in the past and continue until now .

46. The sentence “ **We were writing to each other regularly back then.** “ indicates -----

- a. actions in progress at a specific time in the past.
- b. A long activity interrupted by a short one .
- c. finished actions in the past when we don't say exactly when they happened .
- d. actions and states which began in the past and continue until now .

47. The sentence “ **I've written down everything she's said so far** “ indicates -----

- a. actions in progress at a specific time in the past.
- b. A long activity interrupted by a short one .
- c. finished actions in the past when we don't say exactly when they happened .
- d. actions and states which began in the past and continue until now .

48. The sentence “ **Salma writes at least ten texts everyday.**“ indicates -----

- a. routines and habits/things that happen repeatedly
- b. A long activity interrupted by a short one .
- c. facts and things that are generally true
- d. actions and states which began in the past and continue until now .

49. The sentence “ **Teenagers rarely writes emails.** “ indicates -----

- a. routines and habits/things that happen repeatedly
- b. A long activity interrupted by a short one .
- c. facts and things that are generally true
- d. actions and states which began in the past and continue until now .

50. **I ----- Omar all morning.**

- a. have been texting
- b. have texted
- c. texted
- d. had texted

51. **I ----- Omar three times today.**

- a. have been texting
- b. have texted
- c. texted
- d. had texted

52. **Sami ----- two essays today.**

- a. has been writing
- b. have written
- c. has written
- d. wrote

53. **Sami ----- that essay since this morning .**

- a. has been writing
- b. have written
- c. has written
- d. wrote

54. **Ahmad ----- how to write in English yet .**

- a. haven't learned
- b. has learned
- c. have learned
- d. hasn't learned

55. **The phone ----- all the time now that we run a business .**

- a. ring
- b. rings
- c. is ringing
- d. has rung

56. **I ----- salma a couple of times today.**

- a. called
- b. am calling
- c. have called
- d. have been calling

57. **I ----- salma all day today.**

- a. called
- b. am calling
- c. have called
- d. have been calling

58. **It ----- less difficult every time I write an essay .**

- a. gets
- b. is getting
- c. get
- d. getting

59. **It ----- easier and easier to stay in touch with people .**

- a. gets
- b. is getting
- c. get
- d. getting

60. **I ----- a film when I got home from school .**

- a. watch
- b. watched
- c. was watching
- d. watching

61. **I ----- a film when the lights suddenly went out .**

- a. watch
- b. watched
- c. was watching
- d. watching

62. **She ----- me long emails everyday while she was travelling abroad .**

- a. was sending
- b. has sent
- c. had sent
- d. sent

63. When I looked at my phone, the message arrived . The actions in this sentence happened -----
a. at exactly the same time b. not at the same time c. one before another d. one after another
64. It's getting more and more difficult to maintain face-to-face communication -----
a. at the time b. nowadays c. from time to time d. recently
65. ----- you received any letters recently ?
a. Did b. Had c. Has d. Have
66. ----- social media changed the meaning of friendship ?
a. Did b. Had c. Has / Have d. Do
67. ----- you seen her photos in Instagram before you met her ?
a. Did b. Had c. Has d. Have
68. ----- you having a bad dream when I woke you up ?
a. Was b. Had c. Are d. Were
69. ----- you have a bad dream yesterday ?
a. Was b. Did c. Are d. Were
70. Most teenagers ----- texting to calling .
a. prefer b. is preferring c. prefers d. are preferring
71. Can I call you back ? I ----- to someone else at the moment .
a. talk b. talking c. talks d. am talking
72. Landline telephones ----- less and less common these days .
a. become b. becoming c. are becoming d. becomes
73. The sentence which indicates “ a long activity interrupted by a shorter one “ is -----
a. I was writing a letter . c. I was writing when she called.
b. After I had written, she called d. Before she called, I had written
74. The sentence which indicates “ things happening now or around now “ is -----
a. She's writing a message at the moment. c. She has already written a message.
b. She writes a message everyweek. d. She's been writing a message all morning
75. The function of the following sentence “ Ali writes at least ten texts every day “ is ----- .
a. an action in progress c. facts and things that are generally true
b. situations which are changing during the present time d. routines and habits
76. You are Tom , -----?
a. are you b. you are c. aren't you d. aren't I
77. You don't understand English , -----?
a. are you b. don't you c. do you d. you do
78. She speaks English, -----?
a. she does b. does she c. doesn't she d. she doesn't
79. I am still at home , -----?
a. I am b. I am not c. are I d. aren't I
80. I will visit my friend , -----?
a. won't I b. I won't c. I will d. shall I
81. Let's study English , -----?
a. won't we b. we shall c. shall we d. we will
82. Come over for tea today , -----?
a. won't you b. Do you c. shall we d. you will
83. Nobody came to the presentation , -----?
a. they did b. they didn't c. didn't they d. did they

84. Nothing has happened so far , -----?
a. have they b. hasn't it c. has it d. they have
85. This is an amazing house , -----?
a. is it b. isn't it c. isn't this d. is this
86. A: I am having a great time. B: ----- ?
a. Are I b. Aren't I c. Are you d. Aren't you
87. A: He went to Aqaba last week. B: ----- ?
a. Did he b. Didn't he c. Was he d. Wasn't he
88. A: He has to do his homework. B: ----- ?
a. Has he b. Hasn't he c. Doesn't he d. Does he
89. A: Fatima and Sally have arrived. B: ----- ?
a. Have they b. Do they c. Haven't they d. Don't they

1	C	2	C	3	B	4	D	5	B	6	D	7	C	8	D	9	C	10	B
11	C	12	B	13	B	14	D	15	C	16	B	17	C	18	B	19	C	20	B
21	C	22	D	23	D	24	A	25	B	26	C	27	D	28	A	29	B	30	C
31	D	32	B	33	B	34	C	35	C	36	A	37	B	38	C	39	D	40	A
41	B	42	C	43	D	44	B	45	C	46	A	47	D	48	A	49	C	50	A
51	B	52	C	53	A	54	D	55	B	56	C	57	D	58	A	59	B	60	B
61	C	62	D	63	A	64	B	65	D	66	C	67	B	68	D	69	B	70	A
71	D	72	C	73	C	74	A	75	D	76	C	77	C	78	C	79	D	80	D
81	C	82	A	83	D	84	C	85	B	86	C	87	A	88	D	89	A		

UNIT TWO

1. By 2050, software ----- traffic jams
a. is going to predicting b. is to predict c. will be able to predict d. predicts
2. In a few years, tablets won't exist anymore. They ----- replaced by smartwatches
a. will b. are going to c. will have been d. unlikely to
3. By the time's today young people retire, they ----- for 70 years
a. will be working b. will have been working c. will working d. are to work
4. I don't think we ----- passwords as computers will be able to recognize our faces.
a. are sure to need b. are going to need c. will have nedded d. will need
5. In a few decades, everyone ----- their own food.
a. will have grown b. will be growing c. are growing d. will have been growing
6. You've done so much revision you ----- to pass your exams.
a. are b. are thinking c. are due d. are bound
7. With such strong winds, the airport ----- to be open.
a. is likely b. is sure c. is unlikely d. is thinking
8. Although we can't be certain, we think the pool ----- to be busy today
a. is bound b. is sure c. is unlikely d. is thinking
9. After her injury, it ----- that Laila will reach the finals.
a. is likely b. is sure c. is unlikely d. is hoping
10. My grandfather is 89 years old, but in great shape, so I'm sure he ----- to be 100.
a. lives b. will live c. lived d. is living
11. Many experts expect that technology ----- living conditions for people in the developing world, but there is no evidence of that.
a. is due improve b. is improving c. will improve d. is going to improve

12. Look at these statistics – they are very optimistic. Without a doubt, crime figures ----- to decrease in the near future.
a. are continuing b. are going to continue c. are thinking d. continue
13. Some people fear that robots ----- control of society soon, but I think that's unlikely
a. is taking b. will take c. are taking d. are taking
14. The Mars Explorer team ----- planet Earth in late 2065
a. will have leaving b. will left c. is thinking d. will be leaving
15. On launch day, millions of people ----- .The Mars Explorer team set off.
a. hoping watch b. thinking to watch c. will be watching d. is going to watch
16. By the time they reach the red planet, they ----- over 50 million kilometres.
a. will cove b. will have covered c. are to cover d. hoping to cover
17. When they finally return to Earth, they ----- over three years
a. will travel b. planning to cover c. will have been travelling d. thinking of cover
18. The monthly sale ----- at 10a.m .
a. is starting b. starts c. hoping to start d. thinking of start
19. As usual, they ----- tickets at the gate.
a. are selling b. selling c. will be selling d. are thinking to sell
20. I ----- my cousin there at 9a.m to set up our sale.
a. will meet b. am meeting c. meeeting d. will have met
21. My dad ----- meat for 10 years today.
a. won't be eating b. is hoping eating c. won't have been eating d. eats
22. We ----- this computer for four years this year.
a. will have b. are going to have c. are having d. will have had
23. I can't see you at 6 tomorrow. I ----- basketball as usual.
a. will have played b. will play c. am thinking to play d. will be playing
24. The sentence “ We'll be sleeping under the stars at this time next week. “ indicates -----
a. an activity in progress at a specific time in the future. c. for formal or official arrangements
b. timetabled events d. something taht is happening very soon
25. The sentence “ They're about to announce a new competition “ indicates -----
a. something taht is unlikely to happen c. for formal or official arrangements
b. something that is happening very soon d. Actions in progress at the time of speaking
26. The sentence “ It's due to go on display next week. “ indicates -----
a. an activity in progress at a specific time in the future. c. timetabled events
b. for formal or official arrangements d. something taht is happening very soon
27. The sentence “ The prince is to visit the new hospital and talk to the patients. “ indicates -----
a. timetabled events c. prediction without an evidence
b. something taht is happening very soon d. for formal or official arrangements
28. The sentence “Dana and Eman will have watched the entire first series by the end of today “ indicates --
a. an activity which will be completed by a specific time in the future c. timetabled events
b. prediction based on opinion d. something taht is happening very soon
29. “ Driverless cars will almost certainly reduce the number of road accidents. “
The underlined words can be replaced by -----
a. are due to b. are sure to reduce c. are unlikely to reduce d. are to reduce
30. “ Powerful computer will almost definitely become smaller, faster and cheaper “
The underlined words can be replaced by -----
a. are due to b. are sure to c. are certain to d. are to

31. "The human race probably won't go and live on another planet " The underlined words can be replaced by -----
 a. are about to b. are sure to c. are unlikely d. are likely to
32. The sentence "I'm going to give these old blankets to the charity shop " indicates -----
 a. an action that is expected to happen in the normal course of events. c. scheduled and timetabled events.
 b. something that has already been decided d. a future action decided at the moment of speaking
33. The sentence "The shopping centre opens at 10a.m. " indicates -----
 a. a future action decided at the moment of speaking. c. a future arrangement with another person.
 b. scheduled and timetabled events. d. something that has already been decided.
34. The sentence "We're meeting early to go to the car boot sale." indicates -----
 a. scheduled and timetabled events. c. a future arrangement with another person.
 b. a future action decided at the moment of speaking. d. something that has already been decided .
35. The sentence " I will take a packet of paper straw, thanks. " indicates -----
 a. a future arrangement with another person. c. a future action decided at the moment of speaking.
 b. an action that will be completed at a specific time in the future. d. scheduled and timetabled events.
36. The sentence "As usual in the show, we'll be showing you how to reuse everyday items " indicates
 a. an action that is expected to happen in the normal course of events. c. a future action decided now.
 b. an action that will be completed at a specific time in the future. d. scheduled and timetabled events.
37. The sentence " Send me the details ... I'll take a look. " indicates -----
 a. scheduled and timetabled events. c. a future arrangement with another person.
 b. a future action decided at the moment of speaking. d. something that has already been decided .
38. The sentence " You are to apologise at once! " indicates -----
 a. scheduled and timetabled events c. instructions or commands
 b. plans. d. a future arrangement with another person
39. The sentence " The concert is due to begin at 8 p.m. " indicates -----
 a. instructions or commands c. when something is happening very soon
 b. a future arrangement with another person. d. timetabled events.
40. " Within 20 years, we will have stopped fighting over oil " The underlined tense is
 a. future perfect b. future continuous c. future simple d. futire perfect continuous
41. "With luck, no one will be living in this way within a few decades " The underlined tense is
 a. future perfect b. future continuous c. future simple d. futire perfect continuous
42. I hope that ----- the age of 30, I'll be running my own successful tech business.
 a. on b. from c. by d. in
43. Five years ----- now, Kamal will have gained his degree in astrophysics.
 a. at b. in c. on d. from
44. Is Abeer likely to ----- for her behaviour?
 a. appologising b. appologise c. appologised d. appolpgies
45. He's thinking ----- doing a research about mamals behaviour.
 a. on b. to c. of d. in
46. I'm planning ----- visit Aqaba next week.
 a. to b. of c. in d. at
47. We're hoping ----- finish this unit within three days.
 a. of b. by c. at d. to
48. The sentence which indicates " a timetabled or scheduled events " is -----
 a. The plane is due to take off at 9:00. c. The plane is likely take off at 9:00.
 b. The plane will take off at 9:00. d. The plane is about to take off at 9:00.
49. The sentence which indicates "a prediction based on opinion or expectation " is -----
 a. The plane is due to take off at 9:00. c. I think the plane is likely take off at 9:00.
 b. The plane will take off at 9:00. d. The plane is about to take off at 9:00.

a. We're meeting tonight to go shopping c. We'll go shopping tonight
b. We're going to go shopping tonight d. We're to go shopping tonight

1	C	2	C	3	B	4	D	5	B	6	D	7	C	8	C	9	C	10	B
11	C	12	B	13	B	14	D	15	C	16	B	17	C	18	B	19	C	20	B
21	C	22	D	23	D	24	A	25	B	26	C	27	D	28	A	29	B	30	C
31	C	32	B	33	B	34	C	35	C	36	A	37	B	38	C	39	D	40	A
41	B	42	C	43	D	44	B	45	C	46	A	47	D	48	A	49	B	50	A

- a. a past state or a situation that doesn't happen any longer.
- b. a past habitual behavior that is still happening now .
- c. a repeated action and not a state in a past.
- d. the time reference which is not clear in the past .

- a. an annoying repeated habit in the present
- b. a typical characteristic of a person
- c. an annoying repeated habit in the past
- d. a habit or repeated action in the past, but not a state

- a. an annoying repeated habit in the present
- b. a typical characteristic of a person
- c. an annoying repeated habit in the past
- d. a habit or repeated action in the past, but not a state

- a. an annoying repeated habit in the present
- b. a typical characteristic of a person
- c. an annoying repeated habit in the past
- d. a habit or repeated action in the past, but not a state

- a. an annoying repeated habit in the present
- b. a typical characteristic of a person
- c. an annoying repeated habit in the past
- d. a habit or repeated action in the past, but not a state

- a. a past state or action which no longer exists
- b. a repeated past action or state; it might still happen in the present
- c. a repeated action in the present
- d. a habit or repeated action in the past, but not a state

- a. a past state or action which no longer exists
- b. a repeated past action or state; it might still happen in the present
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- a. a past state or action which no longer exists
- b. a repeated past action or state; it might still happen in the present
- c. a repeated action in the present
- d. a habit or repeated action in the past, but not a state

a. am always falling out b. are always falling out c. always falling out d. are falling out always

a. be b. been c. being d. has

a. never b. sometimes c. usually d. forever

12. When we were younger, my sister and I ----- a bedroom.
a. use to share b. used to share c. used to sharing d. is used to sharing
13. How ----- in touch with your friends before you got the phone?
a. do you use to saty b. you used to stay c. do you use to staying d. did you use to stay
14. I ----- I would ever become an adult.
a. didn't use to think b. wouldn't think c. used to think d. would think
15. A : 'My parents don't let my brother use their car.' B : 'Well, he ----- go too fast whenever he drives.'
a. will b. would c. won't d. wouldn't
16. A : 'Jameel is thinking of travelling again .'
B : 'Yes, well, he ----- stay in one place for more than a few months. .'
a. will b. would c. won't d. wouldn't
17. A : 'I never really believed anything he said.'
B : 'That's not surprising. He ----- tell the most ridiculous stories.'
a. will b. would c. won't d. wouldn't
18. A : Lama's hearing is getting really bad.'
B : 'Well, she ----- keep listening to loud music .'
a. will b. would c. won't d. wouldn't
19. My sister -----forever----- my clothes without asking me. It's very irritating!
a. is – borrow b. is - borrowed c. is - borrowing d. was - borrowing
20. When I was a child, we ----- in a house by the sea, but now we live in a city.
a. used to live b. will live c. would live d. a + c
21. My brother can't keep a secret. He ----- anything you tell him on his blog immediately.
a. used to post b. would post c. won't post d. will post
22. Did you ----- walk to school when you were little ?
a. used to b. use to c. constantly d. will
23. My sisters ----- argue, but these days they are always falling out.
a. used to b. would c. didn't use to d. use to
24. A : Why ----- you always shouting at me ? B : Because you annoy me !
a. do b. did c. does d. are
25. I didn't do well at school. My concentration span ----- very short.
a. would be b. used to be c. was d. B + C
26. I was constantly getting into trouble for not listening. I often ----- bored in class.
a. would feel b. felt c. used to feel d. B + C
27. I -----listen to what the teacher was saying and found it hard to focus.
a. didn't b. wouldn't c. didn't use to d. A + B + C
28. One time, I ----- asleep in a test!
a. fell b. used to fall c. would fall d. didn't use to fall
29. The person ----- designed the house is a world-famous architect.
a. whose b. who c. whom d. which
30. The land ----- the house is built is extremely picturesque.
a. when b. that c. where d. which
31. The house ----- the family has built is unique.
a. where b. that c. which d. B + C
32. It was the woman ----- had arrived earlier that day.
a. which b. that c. whose d. whom

33. This house is more modern than the last house which / that they lived in.

The sentence which has the correct structure is -----

- a. This house is more modern than the last house in which / in that they lived.
- b. This house is more modern than the last house in which they lived.
- c. This house is more modern than the last house in that they lived.
- d. This house is more modern than the last house which they lived.

34. The architect knew the couple who / that he had designed the house for.

The sentence which has the correct structure is -----

- a. The architect knew the couple for whom he had designed the house.
- b. The architect knew the couple for who he had designed the house.
- c. The architect knew the couple for whose he had designed the house.
- d. The architect knew the couple who he had designed the house for.

35. Complete the following sentence with the correct clause :

Bluetooth, ----- , is actually a kind of wireless connection.

- a. that often look rather strange
- b. which sounds like a dental problem
- c. that can play records at different speeds
- d. where my mum used to play her music on when she was a teenager

36. Complete the following sentence with the correct clause :

The head set ----- is really uncomfortable to wear.

- a. where often look rather strange
- b. which came with my phone
- c. who can play records at different speeds
- d. when my mum used to play her music on when she was a teenager

37. Complete the following sentence with the correct clause :

Ergonomic keyboards, -----, make typing more comfortable.

- a. which often look rather strange
- b. that came with my phone
- c. which can play records at different speeds
- d. which my mum used to play her music on when she was a teenager

38. Complete the following sentence with the correct clause :

This record player, -----, was made in Italy.

- a. who often look rather strange
- b. that came with my phone
- c. which can play records at different speeds
- d. that my mum used to play her music on when she was a teenager

39. Complete the following sentence with the correct clause :

This is the Walkman -----.

- a. who often look rather strange
- b. whose came with my phone
- c. where can play records at different speeds
- d. which my mum used to play her music on when she was a teenager

40. I was talking about an app. It's really cool.

Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. The app (which / that) I was talking about is really cool.
- b. The app , that I was talking about, is really cool.
- c. The app I was talking about (which / that) is really cool.
- d. The app ,which I was talking about, is really cool.

41. Sami lives round the corner. I play football with him.

Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. Sami who I play football with lives round the corner.
- b. Sami, who I play football with, lives round the corner.
- c. Sami, whom I play football , lives round the corner.
- d. Sami, who I play football with him , lives round the corner.

42. These headphones stopped working after two days. I paid a fortune for them.

Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. These headphones, which I paid a fortune for, stopped working after two days.
- b. These headphones, for which I paid a fortune, stopped working after two days.
- c. These headphones, for whom I paid a fortune, stopped working after two days.
- d. A + B

43. I bought my computer at a shop. It has closed down.

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Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. The shop where I bought my computer from has closed down.
- b. The shop from which I bought my computer has closed down.
- c. The shop that / which I bought my computer from has closed down.
- d. A + B + C

44. What's the name of that website that sells retro-tech?

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. What's the name of that website selling retro-tech?
- b. What's the name of that website sells retro-tech?
- c. What's the name of that website is sold retro-tech?
- d. What's the name of that website are selling retro-tech?

45. The flip phone, which was designed in the 1990s, is rapidly becoming popular again.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. The flip phone, was desined in 1990s, is rapidly becoming popular again .
- b. The flip phone, desining in 1990s, is rapidly becoming popular again .
- c. The flip phone, desined in 1990s, is rapidly becoming popular again .
- d. The flip phone, which desined in 1990s, is rapidly becoming popular again .

46. There are very few people who are still using analogue televisions.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. There are very few people still used analogue televisions.
- b. There are very few people still using analogue televisions.
- c. There are very few people are still using analogue televisions.
- d. There are very few people are still using analogue televisions.

47. Users who are used to the old system may find the new one confusing.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. Users are used to the old system may find the new one confusing.
- b. Users used to the old system may find the new one confusing.
- c. Users who used to the old system may find the new one confusing.
- d. Users using to the old system may find the new one confusing.

1	A	2	C	3	A	4	B	5	D	6	A	7	B	8	C	9	B	10	C
11	D	12	B	13	D	14	A	15	A	16	C	17	B	18	A	19	C	20	A
21	D	22	B	23	C	24	D	25	D	26	D	27	D	28	A	29	B	30	C
31	D	32	B	33	B	34	A	35	B	36	B	37	A	38	C	39	D	40	A
41	B	42	D	43	D	44	A	45	C	46	B	47	B						

UNIT FOUR

1. They had only just left when the house exploded.

- a. Scarcely had they left when the house exploded.
- b. Scarcely they had left when the house exploded.
- c. Scarcely had only they left when the house exploded.
- d. Scarcely hadn't they left when the house exploded.

2. You should not approach the animal, which is dangerous.

- a. At no circumstances should you approach the animal, which is dangerous.
- b. Under no circumstances you should approach the animal, which is dangerous.
- c. Under no circumstances should you approach the animal, which is dangerous.
- d. Under no circumstances shouldn't you approach the animal, which is dangerous.

3. As well as winning the race, she also broke a world record.

- a. Not only did she won the race, but she also broke a world record.
- b. Not only didn't she win the race, but she also broke a world record.
- c. Not only she did win the race, but she also broke a world record.
- d. Not only did she win the race, but she also broke a world record.

4. He didn't imagine that his friend was a spy!

- a. Little he did imagine that his friend was a spy! c. Little didn't he imagine that his friend was a spy!
b. Little did he imagine that his friend was a spy! d. Little did he imagined that his friend was a spy!

5. At no time ----- the use of such language acceptable.

- a. is it b. it is c. isn't it d. it isn't

6. Not only ----- relaxed, but also happy and safe.

- a. did I feel b. I did feel c. didn't I feel d. I didn't feel

7. Under no circumstances ----- do that again.

- a. I will ever b. I won't ever c. won't I ever d. will I ever

8. Seldom ----- such a lucky escape.

- a. hadn't I seen b. I had seen c. had I seen d. I hadn't seen

9. Little ----- that I had more money in my back pocket.

- a. they did know b. didn't they know c. did they know d. they didn't know

10. Scarcely ----- on sale when they were sold out.

- a. the tickets had gone b. the tickets hadn't gone c. had the tickets gone d. hadn't the tickets gone

11. no sooner ----- at the ticket window than he was told that the train was full.

- a. Ali arrived b. did Ali arrive c. had Ali arrived

12. Under no circumstances ----- and his travelling companions be able to travel to England.

- a. would Omar b. Omar would c. were Omar

13. ----- how lucky they were.

- a. Little they did know b. Little did they know c. Little they were known

14. Hardly ----- to watch when they realized what a lucky escape they had had.

- a. they'd begun b. had they begun c. they began

15. ----- lucky to be alive, but, as I wouldn't be living today without him, so am I.

- a. Not only my father is b. My father is not only c. Not only is my father

16. The correct sentence is:

- a. At no circumstances are students allowed to take exam papers out of the room.
b. Under no circumstances are students allowed to take exam papers out of the room.
c. Under no circumstances students are allowed to take exam papers out of the room.
d. Under no circumstances aren't students allowed to take exam papers out of the room.

17. The correct sentence is:

- a. No sooner Ibrahim arrives at work than people start knocking on his office door.
b. No sooner does Ibrahim arrive at work than people start knocking on his office door.
c. No sooner Ibrahim does arrive at work than people start knocking on his office door.
d. No sooner doesn't Ibrahim arrive at work than people start knocking on his office door.

18. The correct sentence is:

- a. In no way does this article represent my views. c. In no way doesn't this article represents my views.
b. In no way this article does represents my views. d. In no way this article doesn't represents my views.

19. The correct sentence is:

- a. Scarcely hadn't the film started when members of the audience began to walk out of the cinema.
b. Scarcely the film had started when members of the audience began to walk out of the cinema.
c. Scarcely the film hadn't started when members of the audience began to walk out of the cinema.
d. Scarcely had the film started when members of the audience began to walk out of the cinema

20. ----- arrived when dinner was served.

- a. Had we barely b. We barely had c. Barely we had d. Barely had we

21. ----- the hostel than it started to rain.

- a. No sooner had they left
- b. No sooner they had left
- c. No sooner hadn't they left
- d. No sooner had left they

22. -----the worst holiday we'd ever had, but also the most expensive!

- a. Not only it was
- b. Not only was it
- c. Not only wasn't it
- d. Not only it wasn't

23. ----- it is your fault, but we do need to find a solution.

- a. In no way I am saying
- b. In no way am not I saying
- c. In no way saying am I
- d. In no way am I saying

24. ----- so unwelcome at someone's house.

- a. Rarely I have felt
- b. Rarely have I felt
- c. Rarely haven't I felt
- d. Rarely I haven't felt

25. ----- that Samer was actually working for the police.

- a. Little did Tareq imagine
- b. Little Tareq did imagine
- c. Little didn't Tareq imagine
- d. Little did imagine Tareq

26. ----- he would actually turn up on our doorstep.

- a. At no time did I believe
- b. At no time I did believe
- c. At no time didn't I believe
- d. At no time I didn't believe

27. ----- she won't take part in the debate.

- a. In no way she is saying
- b. In no way is she saying
- c. In no way isn't she saying
- d. In no way she isn't saying

28. ----- someone was recording everything.

- a. Little they did think
- b. Little didn't they think
- c. Little they didn't think
- d. Little did they think

29. ----- such beautiful animals up close.

- a. Seldom do you see
- b. Seldom does you see
- c. Seldom don't you see
- d. Seldom doesn't you see

30. ----- turned up at the meeting.

- a. Never so many have people
- b. Never have so many people
- c. Never haven't so many people
- d. Never hasn't so many people

31. No sooner ----- dinner than he got up and left.

- a. had we eaten
- b. hadn't we eaten
- c. had we eat
- d. had we ate

32. Scarcely ----- the newspaper when I saw a sensational story.

- a. had I open
- b. had I opened
- c. hadn't I opened
- d. hadn't I open

33. At no time ----- we were right.

- a. did we claimed
- b. didn't we claim
- c. did we claim
- d. didn't we claimed

34. Never had ----- seen such a weird story.

- a. she see
- b. she seen
- c. she saw
- d. not she seen

35. Rarely ----- so much attention.

- a. did get he
- b. didn't he get
- c. did he got
- d. did he get

36. In no way ----- to give an interview.

- a. didn't he agrees
- b. didn't he agree
- c. did he agrees
- d. did he agree

37. The correct sentence is :

- a. Not only was the story false, but it also went viral.
- b. Not only wasn't the story false, but it also went viral.
- c. Not only the story was false, but it also went viral.
- d. Not only the story wasn't false, but it also went viral.

38. The correct sentence is:

- a. Seldom haven't I heard such a heart – warming story.
- b. Seldom have I heard such a heart – warming story.
- c. Seldom I have heard such a heart – warming story.
- d. Seldom I haven't heard such a heart – warming story.

39. The correct sentence is:

- a. Hardly I had clicked on the headline when I knew it was fake.
- b. Hardly hadn't I clicked on the headline when I knew it was fake.
- c. Hardly had I clicked on the headline when I knew it was fake.
- d. Hardly I hadn't clicked on the headline when I knew it was fake.

40. The correct sentence is:

- a. Little he did realize the problems he'd caused.
- b. Little did he realized the problems he'd caused.
- c. Little didn't he realize the problems he'd caused.
- d. Little did he realize the problems he'd caused.

41. The correct sentence is:

- a. No sooner we had revealed the truth than we uncovered more lies.
- b. No sooner hadn't we revealed the truth than we uncovered more lies.
- c. No sooner had we reveal the truth than we uncovered more lies.
- d. No sooner had we revealed the truth than we uncovered more lies.

42. The correct sentence is:

- a. Under no circumstances can't you (ever) expose the truth.
- b. Under no circumstances you can (ever) expose the truth.
- c. Under no circumstances can you (ever) expose the truth.
- d. Under no circumstances you can't (ever) expose the truth.

43. -----such a weird story!

- a. Never have I heard
- b. Never have I hear
- c. Never I have heard
- d. Never haven't I heard

44. ----- leave the building.

- a. Under no circumstances should you
- b. At no circumstances you should
- c. Under circumstances shouldn't you
- d. At no circumstances should you

45. ----- run a marathon, but he did it alone!

- a. Not only did he
- b. Not only didn't he
- c. Not only he did
- d. Not only he didn't

46. ----- made the statement than she realized she had made a big mistake.

- a. No sooner had she
- b. No sooner hadn't she
- c. No sooner she had
- d. No sooner she hadn't

47. ----- know what a lucky escape he had had.

- a. Little didn't he
- b. Little did he
- c. Little he didn't
- d. Little he did

48. ----- started reading when she realized it was a hoax.

- a. Scarcely she had
- b. Scarcely hadn't she
- c. Scarcely she hadn't
- d. Scarcely had she

49-He missed that event because he ----- in hospital for two weeks.

- a) has been
- b) was
- c) had been
- d) will be

50-She was tired because she ----- for hours.

- a) has flown
- b) had been flying
- c) was flown
- d) is flying

51- She had been blind for 12 years when she her journey.

- a) started
- b) has been started
- c) starts
- d) has started

52- He that event because he had been in hospital for 2 weeks.

- a) missed
- b) misses
- c) was missing
- d) will miss

53- He wrote about a spot that he on the surface of Venus.

- a) has discovered
- b) discover
- c) had discovered
- d) was discovering

54- After he....., he washed his hands.

- a) had eaten
- b) has eaten
- c) ate
- d) eats

55- They reported a fake news story about a man who was in hospital after he _____ at a mine.

- a) had been shot
- b) shoot
- c) hadn't been shot
- d) shot

56-By the time he....., he had written a lot of letters.

- a) died
- b) was dying
- c) was died
- d) will die

57-He had been studying bird migration for years before he..... university.

- a) attends b) had attended c) attended d) attend

58-They later had to admit that theythe other newspaper for years

- a) had copied b) has copied c) copy d) had been copying

59- He.....an accident with a pair of scissors that he had been playing with.

- a) has b) had been c) will have d) had

60- He was tired as he for hours.

- a) had flown b) had been flying c) flow d) has flown

61-She him regularly.

- a) had been visiting b) visited c) will visit d) is visiting

62-She..... him three times because he needed a lot of attention.

- a) has visited b) had visited c) has been visiting d) visit

63-Before the Eastern Badia Archaeological Project (EBAP) visited the Black Desert of Jordan, nobody----- the archaeology of this large area.

- a) explores b) had explored c) has explored d) has been exploring

64-When the archaeologists started work, stones from ancient houses -----under the ground for more than 8,000 years.

- a) had been lying b) has been laying c) has lied d) will lie

65-The people who built these houses also ----- amazing long walls called 'kites' to catch animals with.

- a) builds b) was building c) has built d) had built

66-Animals that ----- away from the people could not escape from this point in the walls.

- a) has been running b) has run c) had been running d) run

67 -Archaeologists think that the walls at Jibal al-Khashabiyeh might be the oldest in the world: nobody ----- anything like this before.

- a) has made b) had made c) makes d) was making

68-The kites show that the people who lived in the Black Desert ----- together in large teams to find food much earlier than they expected.

- a) had been working b) has been working c) has worked d) worked

69- Reem got into trouble at school for using her phone because she ----- during lessons.

- a) texted b) had been texting c) texts d) has texted

70- Nader ----- ink all round his mouth after he had been chewing his pen during the exam.

- a) has b) had been c) will have d) had

71- The central square was underwater. It ----- for five days.

- a) rained b) has been raining c) had been raining d) has rained

72- The gang was convicted of fraud. They ----- fake money

- a) had been printing b) has been printing c) printed d) was printing

73- The man ----- ill while giving a speech. He had been speaking at a business meeting.

- a) has become b) became c) become d) had become

74-Ali was very tired because he----- for his English exam all night.

- a) studied b) had been studying c) has studied d) was studied

75-It ----- dark for ten hours and now it was getting light.

- a) has been b) was being c) have been d) had been

76-He took the bus to school. For many weeks, he ----- about this exam.

- a) worried b) has been worrying c) had been worrying d) will worry

77-He ----- an English exam before, but this one was special: if he passed it, he could go to a good college. He opened the paper and looked at the questions.

- a) has been failing b) had never failed c) had never been failing d) fallen

78-He jumped and suddenly he was back in his chair. His mother was shaking his shoulder.

He----- a sleep at his desk!

- a) had been falling b) has fallen c) had fallen d) falls

79-Hanan's music player ----- for 19 hours when the battery ran out.

- a) had been playing b) was playing c) played d) play

80-Hanan's music player ----- nearly 200 songs when the battery ran out.

- a) had played b) had been playing c) played d) play

81-The police officer ----- all the other suspects when he arrested the criminal.

- a) has eliminated b) eliminated c) eliminate d) had eliminated

82-The police officer ----- suspects at an impressive rate.

- a) had been eliminating b) eliminated c) had eliminated d) eliminate

83- Until that night, Raed ----- never----- snow.

- a) see b) saw c) had / seen d) has seen

84- The other day, I was talking to a man who said he ----- a famous footballer in our street.

- a) was seeing b) see c) sees d) had seen

85- The hikers had been walking in the mountains for six hours when they----- something strange.

- a) was seeing b) sees c) saw d) will see

86- By the time we ----- the door, the noises had already stopped.

- a) opened b) had opened c) has opened d) will open

87- Suddenly, I ----- a noise, so I went upstairs and opened the door to the attic.

- a) heard b) had heard c) hears d) has heard

88- While he-----, the actor forgot what to say.

- a) performed b) were performing c) performs d) was performing

89- While I was rowing a boat across the sea, a large dolphin suddenly -----in the water next to me!

- a) was appearing b) appear c) appeared d) has appeared

90- When Nasser arrived at the party, the other boys----- already----- the food.

- a) was / eating b) eats c) had / eaten d) have / eaten

91- There was a strong smell because someone-----fish.

- a) has been cooking b) had been cooking c) cooked d) will cook

92- Loud music-----and the guests were dancing or chatting to each other.

- a) played b) was playing c) were playing d) has played

93- Rakan----- all week for the chance to play football with his friends.

- a) waited b) have been waiting c) had been waited d) had been waiting

94- While they-----, there was a power cut and the music stopped.

- a) was dancing b) danced c) were dancing d) dance

95- They lit some candles and then everyone----- in a circle and told stories.

- a) sat b) sit c) sits d) will sit

96-I was reading a newspaper the other day when I----- across a fascinating story.

- a) was coming b) came c) come d) has come

97-Abbas Akel-----at the East Hotel for exactly 25 years on the day he vanished.

- a) had been working b) has been working c) worked d) has worked

98-He was a popular with everyone and he always----- his job well.

- a) do b) does c) did d) has done

99-The staff-----a surprise party to celebrate Abbas's work anniversary.

- a) organize b) had organized c) is organizing d) had been organizing

100-Everyone was for him in the dining room when the hotel manager stood up, ----- on the microphone and announced that Abbas couldn't be found anywhere.

- a) was switching b) switch c) will switch d) switched

101-While everyone ----- the dining room, the rumors began.

- a) is leaving b) leaves c) was leaving d) were leaving

102-Some said he ----- a lot of money in a hotel room and gone to the Caribbean.

- a) has found b) had been finding c) had found d) will find

103-Someone said he -----a job at a bigger hotel. Abbas was never seen again.

- a) has taken b) had taken c) is taking d) took

104- I ----- the website twice before I went to school.

- a) had checked b) has checked c) had been checking d) will check

105- -----Amelia Earhart ----- Bangkok when she disappeared?

- a) has/ been visiting b) did/ visit c) had / been visiting d) were/ visiting

106- Elvis ----- 24 studio albums before he died.

- a) recorded b) has recorded c) had recorded d) was recording

107- Paul McCartney----- to play the trumpet before he was given a guitar.

- a) has been learning b) had been learning c) was learning d) learnt

108- She was tired because ----- the news for hours.

- a) watched b) has been watching c) had watched d) had been watching

109- By the time the bus arrived, I----- in the rain for 20 minutes.

- a) has been waiting b) had been waiting c) had waited d) waited

110- When I finally met up with Issa and got to the cinema, the film -----already.....

- a) had / started b) has/ started c) had/ been starting d) was/ starting

111- We had been watching for about 15 minutes when the screen ----- blank.

- a) had gone b) gone c) has gone d) went

112-Apparently, they -----the projector properly, and it broke down.

- a) hasn't checked b) wasn't checked c) hadn't checked d) won't checked

113-While we ----- for them to fix the projector, they offered us tickets to the other film that was showing, but Issa had already seen it.

- a) was waiting b) were waiting c) are waiting d) is waiting

114-A: Oh, dear. So what -----you-----?

B: Well, we got our money back and then caught the bus home. A total waste of an evening!

- a) did / do b) do/ do c) had/ done d) will/ do

115- They were delighted as they -----just----- the puzzle.

- a) was soloing b) were solving c) solved d) had / solved

116- Mustafa ----- his leg last week.

- a) beaks b) had broken c) is breaking d) broke

117- Before he fell, he ----- to climb to the top of the mountain.

- a) has tried b) had been trying c) has been trying d) tried

118- The concert was great, but when the band was playing their second song,
the lights----- out. It was a shame because it is my favourite song!

- a) were going b) went c) goes d) go

119- The protesters ----- outside the mine for two hours when the reporters arrived.

- a) had been standing b) have been standing c) had stood d) stood

120- The airport closed two days ago because someone ----- to say there was a bad storm coming.

- a) phoned b) has phoned c) had phoned d) phones

1	A	2	C	3	D	4	B	5	A	6	A	7	D	8	C	9	C	10	C
11	C	12	A	13	B	14	B	15	C	16	B	17	B	18	A	19	D	20	D
21	A	22	B	23	D	24	B	25	A	26	A	27	B	28	D	29	A	30	B
31	A	32	B	33	C	34	B	35	D	36	D	37	A	38	B	39	C	40	D
41	D	42	C	43	A	44	A	45	A	46	A	47	B	48	D				
49	C	50	B	51	A	52	A	53	C	54	A	55	A	56	A	57	C	58	D
59	D	60	B	61	A	62	B	63	B	64	A	65	D	66	C	67	B	68	A
69	B	70	D	71	C	72	A	73	B	74	B	75	D	76	C	77	B	78	C
79	A	80	A	81	D	82	A	83	D	84	D	85	C	86	A	87	A	88	D
89	C	90	C	91	B	92	B	93	D	94	C	95	A	96	B	97	A	98	C
99	B	100	D	101	C	102	C	103	B	104	A	105	C	106	C	107	B	108	D
109	C	110	A	111	D	112	C	113	B	114	A	115	D	116	D	117	B	118	B
119	A	120	C																

UNIT SIX

1. I ----- wear braces for two years.

- a. must b. had to c. had d. have

2. ----- I ask you a question?

- a. must b. Could c. Have d. Had

3. The following words (need to , have to , must) indicate -----

- a. permission b. ability c. advice d. necessity

4. The following words (don't have to , needn't , don't need to) indicate -----

- a. no necessity b. lack of ability c. Prohibition d. necessity

5. The following words (mustn't , can't , couldn't) indicate -----

- a. no necessity b. ability c. Prohibition d. necessity

6. The following words (ought to , should , shouldn't) indicate -----

- a. permission b. ability c. advice d. necessity

7. The following words (be able to , can) indicate -----

- a. prohibition b. ability c. advice d. necessity

8. The following words (may , can , could) indicate -----

- a. permission b. advice c. no necessity d. necessity

9. My parents ----- find a nice apartment.

- a. were able to b. managed to c. could d. A+B

10. Alia ----- pass her driving test.

- a. were able to b. was able to c. could d. B+C

11. Huda ----- speak four languages.

- a. were able to b. was able to c. could d. B+C

12. My cousin didn't want to move to Germany at first, but his parents ----- persuade him.
a. managed to b. was able to c. could d. able to
13. How did you ----- stay so slim when living at your grandma's? She's an excellent cook!
a. manage to b. is able to c. can d. able to
14. I somehow ----- make him believe me.
a. managed to b. is able to c. could d. B+C
15. The opposite meaning for the following sentence is -----, "We have to arrive exactly on time."
A) We don't have to arrive exactly on time. C) We couldn't arrive exactly on time.
B) We mustn't arrive exactly on time. D) We may not arrive exactly on time.
16. The opposite meaning for the following sentence is -----, "You mustn't wear jeans in the restaurant."
A) You can wear jeans in the restaurant. C) You are allowed to wear jeans in the restaurant.
B) You may wear jeans in the restaurant. D) A+B+C
17. The opposite meaning for the following sentence is ----- "Customers may park here."
A) Customers may not /can't /mustn't park here. C) Customers are not allowed to park here.
B) Customers are not permitted to park here. D) A+B+C
18. The opposite meaning for the following sentence is ----- "I couldn't find my glasses."
A) I could find my glasses. C) I managed to find my glasses.
B) I was able to find my glasses. D) B+C
19. We only moved in a week ago and we've already ----- to get to know the neighbours.
a. forbidden b. managed c. permitted d. allowed
20. Only local residents are ----- to park in the streets here.
a. required b. managed c. permitted d. obliged
21. You are ----- to sort your recycling carefully.
a. required b. managed c. supposed d. allowed
22. The city has ----- in reducing the traffic significantly.
a. succeeded b. managed c. supposed d. obliged
23. Glass is strictly ----- in the swimming pool area.
a. succeeded b. forbidden c. permitted d. obliged
24. Swedes are really green. Littering is ----- everywhere.
a. succeeded b. forbidden c. permitted d. obliged
25. Swedes are also ----- by law to sort out your recycling.
a. succeeded b. allowed c. permitted d. obliged
26. Don't expect Swedes to be chatty. They don't talk to you if they ----- .
a. shouldn't b. have to c. don't have to d. will have to
27. There are some things you ----- know before visiting Thailand.
a. ought to b. don't have to c. are able to d. permitted
28. Remember that it is -----to touch any exhibit in historical museums in Thailand.
a. forbidden b. ought to c. permitted d. obliged
29. Unfortunately, we ----- see the new flat because they'd lost the key.
a. managed to b. weren't able to c. won't have to d. didn't have to
30. We ----- pay for the garage; it was for free.
a. don't have to b. weren't able to c. won't have to d. didn't have to
31. Don't worry! You ----- book the tickets. I'll take care of everything.
a. don't have to b. weren't able to c. won't have to d. A+C

32. I ----- forget to collect that parcel from the post office today.

- a. be able to b. ought to c. mustn't d. have to

33. Am I ----- pay a deposit before I move in to my room?

- a. required to b. must c. may d. have to

34. I'm only ----- accept cash or a bank transfer.

- a. have to b. must c. may d. allowed to

35. You were ----- call me video, Issa. What happened?

- a. couldn't b. supposed to c. succeeded in d. haven't been able to

36. Sometimes, I think technology has only ----- making life more complicated!

- a. couldn't b. supposed to c. succeeded in d. haven't been able to

37. "You should recycle your rubbish." The sentence which has the same meaning is -----

- A) You supposed to recycle your rubbish. C) You are supposed to recycle your rubbish.
B) You are suppose to recycle your rubbish. D) You are supposed recycling your rubbish.

38. "I was able to pick up the language quickly." The sentence which has the same meaning is -----

- A) I succeeded in picking up the language quickly. C) I succeeded in pick up the language quickly.
B) I succeeded picking up the language quickly. D) I succeeded to pick up the language quickly.

39. "In the UK, it isn't necessary to carry an ID card." The sentence which has the same meaning is -----

- A) You are required to carry an ID card in the UK. C) You are not required in carrying an ID card in the UK.
B) You are require to carry an ID card in the UK. D) You are not required to carry an ID card in the UK.

40. "How many bags can I take on the aeroplane?" The sentence which has the same meaning is -----

- A) How many bags I am allowed to take on the aeroplane? C) How many bags am I allow to take on the aeroplane?
B) How many bags am I allowed to take on the aeroplane? D) How many bags I am allowed to take on the aeroplane?

41. Use of portable audio speakers is completely ----- throughout the hostel.

- a. couldn't b. mustn't c. forbidden d. must

42. All guests are ----- to keep noise to a minimum after 10 p.m.

- a. couldn't b. required c. obliged d. B+C

43. Guests ----- leave all areas clean and tidy after use. No exceptions!

- a. allowed b. required c. forbidden d. must

44. Animals are not ----- in the hostel.

- a. allowed b. permitted c. oblige d. A+B

45. Guests ----- leave food behind when they check out of the hostel.

- a. mustn't b. forbidden c. allowed d. permitted

46. We ----- call the plumber. I can't fix this leaking pipe myself.

- a. mustn't b. have to c. ought to d. B+C

47. Luckily, I ----- make new friends quickly at university.

- a. was able to b. managed to c. don't have to d. A+B

48. You ----- repair the flat tyre today. We can do it tomorrow.

- a. needn't b. can't c. don't have to d. A+C

49. You ----- work unless you have a visa.

- a. are not allowed to b. are not permitted to c. isn't obliged to d. A+B

50. People driving a car ----- carry a driving license.

- a. are able to b. should c. are required to to d. B+C

51. It's a lot colder in England in winter than in Jordan.

The sentence which has the same meaning is -----

- A) It's significantly colder in England in winter than it is in Jordan.
- B) It's slightly colder in England in winter than it is in Jordan.
- C) It's marginally colder in England in winter than it is in Jordan.
- D) It's abit colder in England in winter than it is in Jordan.

52. I managed to find somewhere to study German as soon as I arrived.

The sentence which has the same meaning is -----

- A) I can find somewhere to study German as soon as I arrived.
- B) I was able to to find somewhere to study German as soon as I arrived.
- C) I could find somewhere to study German as soon as I arrived.
- D) I should find somewhere to study German as soon as I arrived.

53. You're allowed to ride a bike on local roads.

The sentence which has the same meaning is -----

- A) Bike riders are obliged to ride on local roads.
- B) Bike riders are required to ride on local roads.
- C) Bike riders are permitted to ride on local roads.
- D) Bike riders are supposed to ride on local roads.

54. In Spain, you should eat an orange with a knife and fork.

The sentence which has the same meaning is -----

- A) In Spain, you are required to eat an orange with a knife and fork.
- B) In Spain, you succeeded in eating an orange with a knife and fork.
- C) In Spain, you are obliged to eat an orange with a knife and fork.
- D) In Spain, you are supposed to eat an orange with a knife and fork.

55. I think Maths is slightly more difficult than Physics.

The sentence which has the same meaning is -----

- A) I think Physics is marginally easier than Maths.
- B) I think Physics is marginally more difficult than Maths.
- C) I think Physics is significantly easier than Maths.
- D) I think Physics is much easier than Maths.

56. How many bags can I take on the plane?

The sentence which has the same meaning is -----

- A) How many bags am I allowed to take on the plane?
- B) How many bags am I permitted to take on the plane?
- C) How many bags am I allow to take on the plane?
- D) A+B

57. I was able to pick up the language quickly.

The sentence which has the same meaning is -----

- A) I succeeded in picking up the language quickly.
- B) I could pick up the language quickly.
- C) I was requir to pick up the language quickly.
- D) I was oblige to pick up the language quickly.

58. In the UK, it isn't necessary to carry an ID card.

The sentence which has the same meaning is -----

- A) In the UK, you are not required to carry an ID card.
- B) In the UK, you are required to to carry an ID card.
- C) In the UK, you don't have to carry an ID card.
- D) A+C

59. I'm reading ----- really good article.

- a. a
- b. an
- c. the
- d. Ø (zero article)

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60. I'm reading a really good article. ----- article talks about ...

- a. a
- b. an
- c. the
- d. Ø (zero article)

61. Half of ----- population live in the capital.

- a. a
- b. an
- c. the
- d. Ø (zero article)

62. My grandmother is still ----- head of the family.

- a. a
- b. an
- c. the
- d. Ø (zero article)

63. The largest city in Jordan is ----- Amman.

- a. a
- b. an
- c. the
- d. Ø (zero article)

64. I have two sisters. ----- older sister lives in Egypt.

- a. A
- b. An
- c. The
- d. Ø (zero article)

65. ----- first time I went there was in 2018.

- a. A
- b. An
- c. The
- d. Ø (zero article)

66. The industrial revolution was in ----- 18th century.

- a. a b. an c. the d. Ø (zero article)

67. In Jordan, people wear warm clothes in ----- winter.

- a. a b. an c. the d. Ø (zero article)

68. ----- Nile is the longest river in the world .

- a. a b. an c. the d. Ø (zero article)

69. Many charities in the world help ----- poor .

- a. a b. an c. the d. Ø (zero article)

70. He came to ----- school to paint the walls.

- a. a b. an c. the d. Ø (zero article)

71. ----- Life was very hard and over one million people emigrated.

- a. a b. an c. the d. Ø (zero article)

72. He's been in ----- hospital for two weeks now.

- a. a b. an c. the d. Ø (zero article)

73. Traditional houses need a lot of ----- energy to keep warm in the winter

- a. a b. an c. the d. Ø (zero article)

74. ----- designer first invented passive houses in Germany and they are popular in Europe.

- a. A b. An c. The d. Ø (zero article)

75. Passive houses are ----- best way to save on energy

- a. A b. An c. The d. Ø (zero article)

76. We use ----- with the names of people, places and most countries.

- a. A b. An c. The d. Ø (zero article)

77. We use ----- with singular countable nouns.

- a. A / An b. The c. Ø (zero article)

78. We use ----- with uncountable nouns.

- a. A / An b. The c. Ø (zero article)

79. We usually use ----- with seasons.

- a. A / An b. The c. Ø (zero article)

80. We use ----- with names of mountain ranges, oceans and rivers.

- a. A / An b. The c. Ø (zero article)

81. We use ----- before superlative adjectives

- a. A / An b. The c. Ø (zero article)

82. We use ----- with regions in the world.

- a. A / An b. The c. Ø (zero article)

83. We use ----- for something we have mentioned before.

- a. A / An b. The c. Ø (zero article)

84. We use ----- with groups of people.

- a. A / An b. The c. Ø (zero article)

85. We use ----- with specific jobs.

- a. A / An b. The c. Ø (zero article)

86. I live in a flat near ----- city centre in Amman.

- a. A b. An c. The d. Ø (zero article)

87. I have a dream of climbing ----- Jabal Umm ad Dami.

- a. A b. An c. The d. Ø (zero article)

88. I prefer mountains to ----- sea.

- a. a b. an c. the d. Ø (zero article)

89. I once went to ----- hospital for an operation.

- a. a b. an c. the d. Ø (zero article)

90. I live near ----- River Thames which flows through London.

- a. a b. an c. the d. Ø (zero article)

91. Have you ever been to ----- United Arab Emirates or Egypt?

- a. a b. an c. the d. Ø (zero article)

92. You should spend less on clothes and more on ----- healthy food.

- a. a b. an c. the d. Ø (zero article)

93. I love hot drinks like ----- tea or coffee.

- a. a b. an c. the d. Ø (zero article)

94. The moon shone down on ----- Wadi Rum that night.

- a. a b. an c. the d. Ø (zero article)

95. ----- Egyptian pyramids are a very popular tourist attraction.

- a. A b. An c. The d. Ø (zero article)

96. The sea in ----- Caribbean is the bluest sea I've seen since I was in Thailand.

- a. a b. an c. the d. Ø (zero article)

97. The fastest way to get to Amman is to fly directly into ----- Queen Alia International airport.

- a. a b. an c. the d. Ø (zero article)

98. Spending time in ----- hospital is especially difficult for children. (institution)

- a. a b. an c. the d. Ø (zero article)

99. ----- hospital is an important landmark in our town. (Building)

- a. a b. an c. the d. Ø (zero article)

100. Ali walks past ----- school every day.

- a. a b. an c. the d. Ø (zero article)

101. Turn right when you see the gates of ----- university and the garage is on your left.

- a. a b. an c. the d. Ø (zero article)

102. I went to ----- college next to the hospital.

- a. a b. an c. the d. Ø (zero article)

103. Students go to ----- college when they leave school.

- a. a b. an c. the d. Ø (zero article)

104. ----- Statue of Liberty is closed for maintenance today.

- a. A b. An c. The d. Ø (zero article)

105. Believe in ----- yourself.

- a. A b. An c. The d. Ø (zero article)

106. Raspberries is 3 JOD ----- kilo.

- a. a b. an c. the d. Ø (zero article)

107. I've got ----- really nice flatmates.

- a. a b. an c. the d. Ø (zero article)

108. I need comfortable, ----- room for rent in shared house with storage.

- a. medium-sized b. confined c. cramped d. compact

109. Can you ----- this light bulb, please? This one's stopped working.

- a. mend b. change c. repair d. fix

110. You need a ----- to sweep up that shattered glass.

- a. soak b. leads c. dustpan and brush d. dishcloth

111. Oh no! There's a ----- on the new carpet. I hope I can remove it.

- a. brush b. leads c. stain d. dishcloth

112. All the leads behind the TV are ----- .

- a. brushed b. leads c. tangled d. blocked

113. Although some people in Jordan live in flats, ----- lot of people prefer houses.

- a. a b. an c. the d. Ø (zero article)

114. My uncle and aunt live in a small house in ----- country.

- a. a b. an c. the d. Ø (zero article)

115. Next year, I'm going to study in the USA at ----- Washington University.

- a. a b. an c. the d. Ø (zero article)

116. I want to travel round ----- South America.

- a. a b. an c. the d. Ø (zero article)

117. The function of the following phrases about “giving instructions” is -----

“It's advisable to ... / Once you've done that, ... / What you do is ... / The first thing you do is ...”

- A) Explaining what to do .
B) Explaining what not to do .
C) Finishing the instructions.
D) Giving conclusion

118. The function of the following phrases about “giving instructions” is -----

“Make sure you don't... / Try to avoid ... / I'd advise you not to ... / There is no need to ...”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

119. The function of the following phrases about “giving instructions” is -----

“Whatever you do, don't

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

120. The function of the following phrases about “giving instructions” is -----

“All you have to do is ... / The key/main thing to remember is .../ It's vital/essential that you ...”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

121. The function of the following phrases about “giving instructions” is -----

“And that's it ”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

122. “ **Slide the door to the right.** ” The sentence which is more empathic is -----

- A) What you slide to the right is the door. C) All you slide to the right is the door.
B) What you do is slide the door to the right. D) A+B+C

123. “ **I covered it with tape.** ” The sentence which is more empathic is -----

- A) What / All I covered with tape was it. C) What / All I did was covered it with tape.
B) What / All I did was cover it with tape. D) A+B

124. “ **Press the button.** ” The sentence which is more empathic is -----

- A) What / All you do is press the button. C) What / All you press was the button.
B) What / All you did is press the button. D) What / All you do is to press the button.

125. “ **He touched it and it broke.** ” The sentence which is more empathic is -----

- A) All he did is touch it and it broke. C) All he did was touch it and it broke.
B) All he do was touch it and it broke. D) All he do is touch it and it broke.

126. “ **You turn on the oven by pressing this switch.** ”

The sentence which emphasize how something is done is -----

- A) The way you turn on the oven is pressing this switch. C) The way you turn on the oven is by pressing this switch.
B) The way you turn on the oven is to press this switch. D) B+C

127. “ **The electric engine works by pulling the rope.** ”

The sentence which emphasize how something is done is -----

- A) The way the engine works is by pulling the rope. C) The way the engine worked is by pulling the rope.
B) The way the engine works was by pulling the rope. D) The way the engine works is by pull the rope.

128. “ **You just need some scissors and masking tape.** ”

The sentence which is more empathic is -----

- A) All you need is some scissors and masking tape C) All you need was some scissors and masking tape
B) All you need are some scissors and masking tape D) All you need were some scissors and masking tape

129. “ **I used a damp dishcloth to remove the stain.** ”

The sentence which is more empathic is -----

- A) What I did was use a damp dishcloth to remove the stain. C) What I used to remove the stain is a damp dishcloth.
B) What I used to remove the stain was a damp dishcloth. D) A+B

130. “ **Next you soak it in water.** ” The sentence which is more empathic is -----

- A) What you do next was soak it in water. C) What you do next is soak it in water.
B) What you do next is soaking it in water. D) What you do next is to soak it in water.

131. “ **He’s really good at DIY.** ” The sentence which is more empathic is -----

- A) What he is really good at is DIY. C) What he is really good at was DIY.
B) What is he really good at is DIY. D) What he was really good at was DIY.

132. “ **I played tennis with my friends** ” The sentence which is more empathic is -----

- A) What / All I did with my friends was play tennis. C) What / All I did with my friends was played tennis.
B) What / All I played with my friends was tennis . D) A+B

133. The quantifier that means the same as “ **Nearly all** ” is -----

- a. The vast majority b. many c. approximately d. almost all

134. The quantifier that means the same as “ **most** ” is -----

- a. The vast majority b. a few c. approximately d. almost all

135. The quantifier that means the same as “ **Many / A significant number / Several (of)** ” is -----

- a. much b. a few c. approximately d. almost all

136. The quantifier that means the same as “ **Some / Just over / Around** ” is -----

- a. much b. a few c. approximately d. almost all

137. The quantifier that means the same as “ **A handful of / A small number of** ” is -----

- a. much b. a few c. approximately d. almost all

138. The quantifier that means the same as “**Hardly any / Very little**” is -----

- a. much b. very few c. many d. a few

139. The following words and phrases indicate -----

“**many, several, a significant number of, a handful of, a small number of, a few, very few**”

- a. countable nouns b. uncountable nouns c. countable and uncountable nouns

140. The following words and phrases indicate -----

“**much, very little**”

- a. countable nouns b. uncountable nouns c. countable and uncountable nouns

141. The following words and phrases indicate -----

“**all, nearly all, almost all, most, some, the vast majority, just over half, around half, hardly any, none**”

- a. countable nouns b. uncountable nouns c. countable and uncountable nouns

142. We use (**of**) after (a) few, (a) little, much, many, some, several, most when -----

- A) they are followed by a pronoun (it, them) . C) they are followed by a noun.
B) they are followed by another determiner (a, the, this, my) D) A+B

143. We don't use (**of**) after (a) few, (a) little, much, many, some, several, most when -----

- A) they are followed by a pronoun (it, them) . C) they are followed by a noun.
B) they are followed by another determiner (a, the, this, my) D) they are followed by a verb.

144. We always use (**of**) after -----

- A) long quantifying phrases such as “a number of... / the majority of...”
B) long quantifying phrases such as “a little... / much...”
C) long quantifying phrases such as “many... / several...”
D) long quantifying phrases such as “most... / a few...”

145. One of the following sentences is true about using (of) after the quantifier :

- A) A few of floorboards are loose. C) A few of the floorboards are loose.
B) A few the floorboards are loose. D) A few of floorboards is loose.

146. One of the following sentences is true about using (of) after the quantifier :

- A) Nearly all the stains have been removed. C) Nearly all the stains has been removed.
B) Nearly all stains have been removed. D) Nearly all the stains has been removed.

147. One of the following sentences is true about using (of) after the quantifier :

- A) Most the chairs need repairing. C) Most of chairs need repairing.
B) Most of the the chairs need repairing. D) Most of the chairs needs repairing.

148. One of the following sentences is true about using (of) after the quantifier :

- A) The majority us like the common room. C) The majority of us like the common room.
B) The majority of us likes the common room. D) The majority of us liking the common room.

1	B	18	D	35	B	52	B	69	C	86	C	103	D	120	A	137	B		
2	B	19	B	36	C	53	C	70	C	87	D	104	C	121	C	138	B		
3	D	20	C	37	C	54	D	71	D	88	C	105	D	122	D	139	A		
4	A	21	C	38	A	55	A	72	D	89	D	106	A	123	D	140	B		
5	C	22	A	39	D	56	D	73	D	90	C	107	D	124	A	141	C		
6	C	23	B	40	B	57	A	74	A	91	C	108	A	125	C	142	D		
7	B	24	B	41	C	58	D	75	C	92	D	109	B	126	D	143	C		
8	A	25	D	42	D	59	A	76	D	93	D	110	C	127	A	144	A		
9	D	26	C	43	D	60	C	77	A	94	D	111	C	128	B	145	C		
10	B	27	B	44	D	61	C	78	C	95	C	112	C	129	D	146	A		
11	D	28	A	45	A	62	C	79	B	96	C	113	A	130	C	147	B		
12	A	29	B	46	D	63	D	80	B	97	D	114	C	131	A	148	C		
13	A	30	D	47	D	64	C	81	B	98	D	115	D	132	D				
14	A	31	D	48	D	65	C	82	C	99	C	116	D	133	D				
15	A	32	C	49	D	66	C	83	B	100	C	117	A	134	A				
16	D	33	A	50	D	67	C	84	B	101	C	118	B	135	A				
17	D	34	D	51	A	68	C	85	A	102	C	119	B	136	C				

UNIT SEVEN

1. Change the following sentence from reported speech into direct speech :

Emad Abu Alzumar

The reporter said that in today's programme, they would look at some of the amazing things that different charities were doing.

'In today's programme, we -----.'

- a. 'll look at some of the amazing things that different charities are doing.
- b. 'll look at some of the amazing things that different charities were doing.
- c. should look at some of the amazing things that different charities are doing.
- d. can look at some of the amazing things that different charities are doing.

2. Change the following sentence from reported speech into direct speech :

The professor said that others had to wash in rivers because they didn't have clean water in their houses to have a bath or shower.

'Others -----.'

- a. have to wash in rivers because they didn't have clean water in their houses to have a bath or shower.
- b. have to wash in rivers because they hadn't had clean water in their houses to have a bath or shower.
- c. has to wash in rivers because they don't have clean water in their houses to have a bath or shower.
- d. have to wash in rivers because they don't have clean water in their houses to have a bath or shower.

3. Change the following sentence from reported speech into direct speech :

The reporter asked how the charity could help these people.

'So how -----.'

- a. could the charity help these people?
- b. can the charity help these people?
- c. the charity can help these people?
- d. can the charity help these people.

4. Change the following sentence from reported speech into direct speech :

The professor said that dirty water had mixed with clean water and that had made people ill.

'Dirty water -----.'

- a. mixes with clean water and this made people ill.
- b. have mixed with clean water and this made people ill.
- c. mixed with clean water and this made people ill.
- d. mixed with clean water and this makes people ill.

5. Change the following sentence from reported speech into direct speech :

The reporter said that he could see the charity really should make a difference to people's lives.

'I -----.'

- a. can see the charity really should make a difference to people's lives.
- b. can have seen the charity really should make a difference to people's lives.
- c. saw the charity really should make a difference to people's lives.
- d. may see the charity really should make a difference to people's lives.

6. Change the following sentence from reported speech into direct speech :

The professor told us to remember 90% of the world's natural disasters were related to water.

'-----.'

- a. Don't remember, 90% of the world's natural disasters are related to water
- b. Remember, 90% of the world's natural disasters are related to water.
- c. Remembered, 90% of the world's natural disasters are related to water.
- d. Remembering, 90% of the world's natural disasters are related to water.

7. We may choose NOT to change direct speech when -----

- a. the action isn't still happening or is going to happen.
- b. the action is not important.
- c. the action is still happening or is going to happen.
- d. the action is temporary.

8. We do NOT change direct speech into reported speech when.....

- a. the reporting verb is in the present tense.
- b. the reporting verb is in the past tense.
- c. the reporting verb is in the future tense.
- d. the reporting verb is in the future continuous tense.

9. We may also choose NOT to change when.....

- a. the direct speech describes an action.
- b. the direct speech describes a certain characteristic.
- c. the direct speech describes a specific activity in the past.
- d. the direct speech describes a general truth or fact.

10. Change the previous sentence into reported speech :

“Charity workers installed new drinking taps and a new toilet block in the village last week.”

- a. The journalist said that charity workers have installed new drinking taps and a new toilet block in the village last week .
- b. The journalist said that charity workers had installed new drinking taps and a new toilet block in the village last week .
- c. The journalist said that charity workers installed new drinking taps and a new toilet block in the village last week .
- d. The journalist said that charity workers install new drinking taps and a new toilet block in the village last week .

11. Change the following sentence into reported speech :

“The village has not had fresh water for many years, so the changes will make a big difference.”

- a. He said that the villagers hadn't had fresh water for many years, so the changes would make a big difference.
- b. He said that the villagers don't have fresh water for many years, so the changes would make a big difference.
- c. He said that the villagers didn't have fresh water for many years, so the changes would make a big difference.
- d. He said that the villagers wouldn't have fresh water for many years, so the changes would make a big difference.

12. Change the following sentence into reported speech :

“Many children now go to school for longer because they don't have to walk long distances to find water.”

- a. The villager said that many children now have gone to school for longer because they don't have to walk long distances to find water.
- b. The villager said that many children now go to school for longer because they didn't have to walk long distances to find water.
- c. The villager said that many children now had gone to school for longer because they don't have to walk long distances to find water.
- d. The villager said that many children now go to school for longer because they don't have to walk long distances to find water.

13. Change the following sentence into reported speech :

“ I would like to thank the charity for helping our village. I have one question.

How soon will it be before all the villages in the area have the same help? “

- a. He thanked the charity for helping their village and asked how soon it would be before all the villages in the area had the same help.
- b. He thanked the charity for helping their village and asked how soon would it be before all the villages in the area had the same help.
- c. He thanked the charity for helping their village and asked how soon it will be before all the villages in the area had the same help.
- d. He thanked the charity for helping their village and asked how soon it would be before all the villages in the area have the same help.

14. Change the following sentence into direct speech :

She asked what I had been thinking about at the meeting.

‘What.....about at the meeting?’

- a. you have been thinking c. have you been thinking b. are you thinking d. have been you thinking

15. Change the following sentence into direct speech :

He said we should only talk about important things.

‘We should..... about important things.’

- a. only have talked c. only be talking b. only talked d. only talk

16 .Change the following question into direct speech :

He asked us whether we believed the weather was getting hotter.

‘.....believe the weather is getting hotter?’

- a. Did you c. Have you b. Do you d. Had you

17. Change the following sentence into direct speech :

She said people had talked about the effects of global warming.

‘Peopleabout the effects of global warming.’

- a. have talked c. are talking b. talk d. were talking

18. Change the following sentence into direct speech :

He said that their recycling efforts would help.

‘Our recycling efforthelp.’

- a. do c. will b. would d. did

19. Our reporter asked student representative, Alia Altahhan why -----joined the meeting.

- a. had students c. students had b. students have d. were students

20. Alia said that they -----extremely concerned about the state of the planet.

- a. are c. have b. were d. will have

21. When interviewed, Alia asked why -----doing more about cutting pollution.

- a. factories weren't c. factories aren't b. weren't factories d. factories hadn't

22. The police officers ----- me whether I was 18 years old.

- a. said b. asked c. told d. accused

23. The security guard ----- us not to enter the building.

- a. said b. suggested c. told d. denied

24. The firefighters ----- we had to stay behind the barriers.

- a. asked b. told c. said d. ordered

25. The conductor ----- if he could see our tickets.

- a. said b. told c. accused d. asked

26. The driving instructor ----- you that you needed to slow down.

- a. told b. said c. offered d. agreed

27. I met a guy at a talk last week. He looked a bit confused, so I asked him -----I could help him.

- a. that b. why c. if

28. He said that he wanted to know how he ----- get to the lecture theatre.

- a. couldn't b. could c. wants

29. He told me that he ----- to this university before.

- a. wasn't b. hadn't been c. hasn't been

30. So I told him that I ----- show him the way.

- a. can b. will c. would

31. He thanked me and we went -----

- a. apart b. other c. together

32. ‘Why are you leaving early?’

He asked us -----

- a. why we are leaving early. c. why were we leaving early.
b. why we were leaving early. d. why he was leaving early.

33. ‘Were you at the meeting yesterday?’

She wanted to know if I -----

- a. am at the meeting the day before. c. have been at the meeting the day before.
b. was at the meeting the day before. d. had been at the meeting the day before.

34. ‘What will you be asking for?’

She's just asked us -----

- a. what we will be asking for. c. what she will be asking for.
b. what we would be asking for. d. what we will be asking for?

35. ‘How many people went to the meeting last week?’

He asked how many people -----

- a. had gone to the meeting the week before. c. are going to the meeting the week before.
b. have gone to the meeting the week before. d. would go to the meeting the week before.

36. 'How long have you all been preparing the dinner?' He wanted to know -----
 a. how long we have all been preparing the dinner. c. how long we will have all been preparing the dinner.
 b. how long had we all been preparing the dinner. d. how long we had all been preparing the dinner.
37. 'Are you hopeful the meeting will be successful?' She often asks me -----
 a. if I was hopeful the meeting will be successful c. if I am hopeful the meeting will be successful.
 b. if I had been hopeful the meeting will be successful d. if am I hopeful the meeting will be successful
38. 'Could I ask you a few questions here and now?' He asked -----
 a. if could he ask me a few questions there and then. c. if he can ask me a few questions there and then.
 b. if he could ask me a few questions there and then. d. if she could ask me a few questions there and then.
39. 'They have been trying to find the answer to the maths problem.' She said -----
 a. that they had been tried to find the answer to the maths problem
 b. that they have been trying to find the answer to the maths problem
 c. that had they been trying to find the answer to the maths problem
 d. that they had been trying to find the answer to the maths problem
40. 'We and a few other friends had a meeting last week.' They say -----
 a. that they and a few other friends had a meeting last week
 b. that they and a few other friends have a meeting last week
 c. that they and a few other friends had had a meeting last week
 d. that they and a few other friends were having a meeting last week
41. 'Stop what you are doing right now!' She ordered us -----
 a. to stop what they were doing right then c. to stop what we are doing right then
 b. for stopping what we were doing right then d. to stop what we were doing right then
42. 'It has been a successful day at work today.' They said -----
 a. that it will be a successful day at work that day c. that it had been a successful day at work that day.
 b. that it was a successful day at work that day d. that it could have been a successful day at work that day
43. 'People are getting really upset about the issue.' She said that -----
 a. people were getting really upset about the issue. c. people can be getting really upset about the issue.
 b. people are getting really upset about the issue. d. people had been getting really upset about the issue.
44. 'This conference is amazing.' She says that -----
 a. this conference was amazing c. this conference is amazing
 b. this conference had been amazing d. this conference can be amazing
45. 'I love helping other people.' She said that she -----
 a. loves helping other people c. has loved helping other people
 b. had loved helping other people d. loved helping other people
46. 'The conference has been a great success.' She says that the conference -----
 a. had been a great success c. was a great success
 b. is a great success d. has been a great success
47. Rashed : Are you going to the lecture this afternoon, Osama? Rashed asked Osama -----
 a. whether he is going to the lecture that afternoon. c. whether was he going to the lecture that afternoon.
 b. whether he was going to the lecture that afternoon. d. whether she was going to the lecture that afternoon.
48. Osama : Did you tell Ziad about it? Osama asked Rashid if -----
 a. he told Ziad about it. c. they had told Ziad about it.
 b. had he told Ziad about it. d. he had told Ziad about it.
49. promised / the police officer / she / would / that / investigate the matter
 The best order for the above sentence is:
 a. The police officer promised that she would investigate the matter.
 b. The police officer promised she that would investigate the matter.
 c. The police officer promised that would she investigate the matter.
 d. The matter promised that she would investigate the police officer.

50. was due next lesson / the teacher / the students / reminded / their homework / that

The best order for the above sentence is:

- a. The teacher reminded that the students their homework was due next lesson.
- b. The teacher that the students reminded their homework was due next lesson.
- c. The teacher reminded the students that their homework was due next lesson.
- d. The students reminded the teacher that their homework was due next lesson.

51. to collect / Salwa / agreed / from school / her sister

The best order for the above sentence is:

- a. Salwa agreed collect to her sister from school.
- b. Salwa agreed from school to collect her sister.
- c. Salwa agreed to collect her sister from school.
- d. Salwa collect agreed to her sister from school.

52. the doctor / us / much more exercise / to get / advised

The best order for the above sentence is:

- a. The doctor advised to get us much more exercise.
- b. The doctor advised much more exercise us to get.
- c. The doctor advised get us to much more exercise.
- d. The doctor advised us to get much more exercise.

53. for / apologised / waking / Noura / the baby

The best order for the above sentence is:

- a. Noura apologised for waking the baby.
- b. Noura apologised for the baby waking.
- c. Noura apologised waking for the baby.
- d. Noura apologised the baby for waking.

54. insisted on / his original birth certificate / Rakan / bringing / the secretary

The best order for the above sentence is:

- a. The secretary insisted on bringing Rakan his original birth certificate.
- b. The secretary insisted on Rakan bringing his original birth certificate.
- c. The secretary insisted Rakan on bringing his original birth certificate.
- d. The secretary bringing his original birth certificate insisted on Rakan.

55. Mazen agreed ----- the old man was discriminated against.

- a. that
- b. to
- c. she

56. The man at the information desk advised ----- to leave our phone number.

- a. that
- b. we
- c. us

57. Nader offered ----- lend Maher his car for the weekend.

- a. to
- b. for
- c. he would

58. The musician objected ----- playing only his hits at the concert.

- a. that
- b. to
- c. for

59. The police praised Imad ----- saving the man's life.

- a. on
- b. of
- c. for

60. 'I wish I hadn't bought white trainers.'

- a. Osama regrets / regretted buying white trainers.
- b. Osama regrets / regretted buying white trainers.
- c. Osama regrets / regretted buying white trainers.
- d. Osama regrets / regretted buying white trainers.

61. 'I will cook for you on Saturday.'

- a. Nadia promised to cooking for me on Saturday
- b. Nadia promised to cook for me on Saturday
- c. Nadia promised for cooking for me on Saturday
- d. Nadia promised of cooking for me on Saturday

62. 'I was wrong.'

- a. Muna suggested that she had been wrong
- b. Muna denied that she had been wrong
- c. Muna accused that she had been wrong
- d. Muna admitted that she had been wrong

63. 'Why don't we have a picking-up-litter day?'

- a. Rashed denied having a picking-up-litter day
- b. Rashed offered having a picking-up-litter day
- c. Rashed suggested having a picking-up-litter day
- d. Rashed appologised having a picking-up-litter day

64. 'Ali is so negative.'

- a. Tareq accused Ali of being negative
- b. Tareq admitted Ali of being negative
- c. Tareq suggested Ali of being negative
- d. Tareq offered Ali of being negative

65. The university where he worked admitted that they ----- him leave before he was 69.

- a. made b. had made c. were making d. make

66. But they agreed ----- him continue working until he was 69.

- a. to letting b. for letting c. to let d. let

67. I'm not surprised the professor criticised them for ----- him?

- a. sack b. sacks c. sacking d. sacked

68. Maybe they regretted ----- that he could work for longer.

- a. for agreeing b. to agreeing c. to agree d. agreeing

69. It's a pity someone didn't advise them ----- him for being too old.

- a. not to sack b. to not sack c. not sacking d. not to sacking

70. 'The report the newspaper published yesterday has caused a lot of discussion'.

- a. Mr Bager said that the report the newspaper published the day before had caused a lot of discussion
b. Mr Bager said that the report the newspaper has published the day before had caused a lot of discussion
c. Mr Bager said that the report the newspaper were published the day before had caused a lot of discussion
d. Mr Bager said that the report the newspaper had published the day before had caused a lot of discussion

71. 'Don't block the doors of the building!'

- a. We ordered to not block the doors of the building
b. We ordered them not to block the doors of the building
c. We ordered them not to blocking the doors of the building
d. We ordered them not for block the doors of the building

72. 'Why can't you listen to what we are saying?'

- a. He asked us why he couldn't listen to what they were saying
b. He asked us why couldn't we listen to what they were saying
c. He asked us why we can't listen to what they were saying
d. He asked us why we couldn't listen to what they were saying

73. 'Everyone who has taken part in the beach clean-up today will come back next week.'

- a. We told the journalists that everyone who had taken part in the beach clean-up that day will come back the following week
b. We told the journalists that everyone who took part in the beach clean-up that day would come back the following week
c. We told the journalists that everyone who had taken part in the beach clean-up that day would come back the following week
d. We told the journalists that everyone who has taken part in the beach clean-up that day would come back the following week

74. 'We are going to be at the meeting this afternoon.'

- a. They said that they were going to be at the meeting that afternoon
b. They said that they had been going to be at the meeting that afternoon
c. They said that we were going to be at the meeting that afternoon
d. They said that they were going to be at the meeting this afternoon

75. Rana: 'I didn't take a photo of her!'

- a. Rana denied for taking a photo of her. c. Rana denied to taking a photo of her.
b. Rana denied to take a photo of her. d. Rana denied taking a photo of her.

76. Nasser: 'I'll work hard at university, honestly!'

- a. Nasser promised to work hard at university. c. Nasser promised for working hard at university.
b. Nasser promised to working hard at university. d. Nasser promised of working hard at university.

77. Rola said to me 'I'm really sorry I criticised your idea,'

- a. Rola apologised for criticising my idea. c. Rola apologised of criticising my idea.
b. Rola apologised to criticising my idea. d. Rola apologised to criticise my idea.

78. Khalil: 'You really must come to the talk next week!'

- a. Khalil insisted on coming to the talk the following week.
b. Khalil insisted on me to come to the talk the following week.
c. Khalil insisted on me coming to the talk the following week.
d. Khalil insisted on me for coming to the talk the following week.

79. The teacher: ‘I think you copied the essay from the Internet.’

- a. The teacher accused me to copy the essay from the Internet
- b. The teacher accused me of copy the essay from the Internet
- c. The teacher accused me for copying the essay from the Internet
- d. The teacher accused me of copying the essay from the Internet

80. Majeda: ‘It’s a good idea to arrive early.’

- a. Majeda advised to arrive early.
- b. Majeda advised me to arrive early.
- c. Majeda advised me for arriving early.
- d. Majeda advised me of arriving early.

81. Abeer : ‘It was that man who stole the money!’

- a. Abeer accused a man to steal the money.
- b. Abeer accused a man of stealing the money.
- c. Abeer accused a man for stealing the money.
- d. Abeer accused a man of steal the money.

82. Adel : ‘I didn’t break Jamal’s phone!’

- a. Adel denied breaking Jamal’s phone.
- b. Adel denied for breaking Jamal’s phone.
- c. Adel denied of breaking Jamal’s phone.
- d. Adel denied to break Jamal’s phone.

83. Habib : ‘I’ll help you with the boxes.’

- a. Habib offered helping with the boxes.
- b. Habib offered help with the boxes.
- c. Habib offered to help with the boxes.
- d. Habib offered for helping with the boxes.

84. Laith : ‘You should get more exercise, Omar.’

- a. Laith encouraged Omar to getting more exercise.
- b. Laith encouraged Omar to get more exercise.
- c. Laith encouraged Omar of getting more exercise.
- d. Laith encouraged Omar get more exercise.

85. Hamed : ‘I’ll always remember you!’

- a. Hamed promised that she would always remember me.
- b. Hamed promised that he would always remember me.
- c. Hamed promised that she will always remember me.
- d. Hamed promised to always remember me.

86. Nour : ‘I hear you’ve graduated, Samia. Congratulations!’

- a. Nour congratulated Samia at her graduation.
- b. Nour congratulated Samia of her graduation.
- c. Nour congratulated Samia for her graduation.
- d. Nour congratulated Samia on her graduation.

87. Reem : ‘I’m really sorry I forgot your birthday, Suha.’

- a. Reem apologised for forgetting Suha’s birthday.
- b. Reem apologised to forget Suha’s birthday.
- c. Reem apologised of forgetting Suha’s birthday.
- d. Reem apologised for forget Suha’s birthday.

1	A	10	B	19	C	28	B	37	C	46	D	55	A	64	A	72	D	80	B
2	D	11	A	20	B	29	B	38	B	47	D	56	C	65	B	73	C	81	B
3	B	12	D	21	A	30	C	39	D	48	D	57	A	66	C	74	A	82	A
4	C	13	A	22	B	31	C	40	A	49	A	58	B	67	C	75	D	83	C
5	A	14	C	23	C	32	B	41	D	50	C	59	C	68	C	76	A	84	B
6	B	15	D	24	C	33	D	42	C	51	C	60	A	69	A	77	A	85	B
7	C	16	B	25	D	34	D	43	A	52	D	61	B	70	D	78	C	86	D
8	A	17	A	26	A	35	A	44	C	53	A	62	D	71	B	79	D	87	A
9	D	18	C	27	C	36	D	45	D	54	B	63	C						

UNIT EIGHT

1. One of the following is not correct about the passive form:

We don't mention the agent if it is -----

- a. unknown b. obvious c. unimportant d. important

2. I require you to be on time. You ----- be on time.

- a. require to b. are required to c. were required to d. required to

3. I don't fancy going out tonight. I don't fancy ----- tonight.

- a. gone b. being going c. being gone d. be gone

4. The passive is common in because it makes the style more impersonal and objective.

- a. newspapers reports b. academic writing c. informal style d. formal style

5. It will show people the consequences of an unhealthy lifestyle.

The sentence that has the same meaning in the passive form is -----

- a. People will be shown the consequences of an unhealthy lifestyle.
b. People will show the consequences of an unhealthy lifestyle.
c. The consequences of an unhealthy lifestyle will be shown people.
d. people would be shown the consequences of an unhealthy lifestyle.

6. It will show people the consequences of an unhealthy lifestyle.

The sentence that has the same meaning in the passive form is -----

- a. The consequences of an unhealthy lifestyle would be shown people.
b. The consequences of an unhealthy lifestyle will be shown to people.
c. The consequences of an unhealthy lifestyle will be shown people.
d. The consequences of an unhealthy lifestyle will have been shown to people.

7. It gives anyone who touches it an electric shock.

The sentence that has the same meaning in the passive form is -----

- a. Anyone who touches it was given an electric shock.
b. Anyone who touches it has been given an electric shock.
c. Anyone who touches it is given an electric shock.
d. Anyone who touches it will be given an electric shock.

8. It gives anyone who touches it an electric shock.

The sentence that has the same meaning in the passive form is -----

- a. An electric shock is being given to anyone who touches it.
b. An electric shock is given anyone who touches it.
c. An electric shock was given to anyone who touches it.
d. An electric shock is given to anyone who touches it.

9. This German company manufactures hybrid engines.

The sentence that has the same meaning in the passive form is -----

- a. Hybrid engines are manufactures by this German company.
b. Hybrid engines were manufactures by this German company.
c. Hybrid engines is manufactured by this German company.
d. Hybrid engines are manufactured by this German company.

10. By 2035, you could embed a chip like this in your wrist.

The sentence that has the same meaning in the passive form is -----

- a. By 2035, a chip like this can be embedded in your wrist
b. By 2035, a chip like this could be embedded in your wrist
c. By 2035, a chip like this is embedded in your wrist
d. By 2035, a chip like this could have been embedded in your wrist

11. Over two million people have downloaded this 'body tracking' app.

The sentence that has the same meaning in the passive form is -----

- a. This 'body tracking' app was downloaded by over two million people
- b. This 'body tracking' app has been downloaded by over two million people
- c. This 'body tracking' app is downloaded by over two million people
- d. This 'body tracking' app had been downloaded by over two million people

12. An insect caused the malfunction.

The sentence that has the same meaning in the passive form is -----

- a. The malfunction was caused by an insect
- b. The malfunction is caused by an insect
- c. The malfunction has been caused by an insect
- d. The malfunction were caused by an insect

13. Somebody was regularly hacking into celebrities' smartphones.

The sentence that has the same meaning in the passive form is -----

- a. Celebrities' smartphones were regularly hacked into
- b. Celebrities' smartphones were being regularly hacked into
- c. Celebrities' smartphones were been regularly hacked into
- d. Celebrities' smartphones has been regularly hacked into

14. Most people are going to use wearables in the near future.

The sentence that has the same meaning in the passive form is -----

- a. Wearables are going to use by most people in the near future
- b. Wearables are used by most people in the near future
- c. Wearables are going to be used by most people in the near future
- d. Wearables are going to have been used by most people in the near future

15. The first real smartphone was created ----- a famous company.

- a. by
- b. with
- c. into
- d. to

16. Our household appliances are made ----- only the highest quality materials.

- a. by
- b. with
- c. into
- d. to

17. The original smartwatch was designed ----- the inventor, Steve Mann.

- a. by
- b. with
- c. into
- d. to

18. A device this simple can be operated ----- a young child.

- a. by
- b. with
- c. into
- d. to

19. The sculpture was made ----- electronic waste.

- a. by
- b. with
- c. into
- d. to

20. The burnt appliance could ----- smelled in every room of the house.

- a. to be
- b. have
- c. was
- d. be

21. The facial recognition software is going ----- updated for the new model.

- a. to be
- b. have
- c. was
- d. be

22. This device shouldn't ----- used by anyone under the age of 16.

- a. to be
- b. have
- c. was
- d. be

23. I ----- asked for my password every single time I wanted to log in.

- a. to be
- b. have
- c. was
- d. be

24. I regret ----- persuaded to buy this phone.

- a. to be
- b. being
- c. having been
- d. be

25. I would really like ----- employed by one of the giant tech companies.

- a. to be
- b. being
- c. having been
- d. be

26. Young people don't need ----- told how to use new devices, they just know instinctively.

- a. to be
- b. being
- c. having been
- d. be

27. The new phone implants are going to ----- sold in all kinds of shops.
a. to be b. being c. having been d. be
28. The teacher congratulated them on ----- invited to take part in the science fair next week.
a. to be b. being c. having been d. be
29. Could a cable please ----- sent to us as soon as possible?
a. to be b. being c. having been d. be
30. The smart watches ----- to me last week.
a. be given b. was given c. were given d. are given
31. It appears that a digital mirror is now available. The correct passive form is -----
a. A digital mirror now appeared to be available. c. A digital mirror now appears available.
b. A digital mirror now appears to have been available. d. A digital mirror now appears to be available.
32. You can arrange for the mirror to turn the water on. The correct passive form is -----
a. You can arrange for the water to turn on. c. You can arrange for the water turned on.
b. You can arrange for the water to be turned on. d. You can arrange for the water turning on.
33. You won't risk a flood in the bathroom because the taps stop automatically. The correct passive form is -----
a. Because the taps stop automatically, there is no risk of the bathroom to be flooded.
b. Because the taps stop automatically, there is no risk of the bathroom being flooded.
c. Because the taps stop automatically, there is no risk of the bathroom be flooded.
d. Because the taps stop automatically, there is no risk of the bathroom to have been flooded.
34. The mirror knows that if nobody is in the bathroom, it needs to turn the lights off. The correct passive form is -----
a. The mirror knows that if nobody is in the bathroom, the lights need to be turn off.
b. The mirror knows that if nobody is in the bathroom, the lights need to be turned off.
c. The mirror knows that if nobody is in the bathroom, the lights needs to be turned off.
d. The mirror knows that if nobody is in the bathroom, the lights need to turn off.
35. I believe most people would enjoy this kind of 'virtual servant' looking after them. The correct passive form is -----
a. I believe most people would enjoy this kind of 'virtual servant' to be looked after.
b. I believe most people would enjoy this kind of 'virtual servant' be looked after.
c. I believe most people would enjoy this kind of 'virtual servant' being looked after.
d. I believe most people would enjoy this kind of 'virtual servant' to have been looked after.
36. The number of smart devices that ----- globally is going up all the time.
a. used b. is used c. was given d. are used
37. I ----- the neighbour's faulty burglar alarm again last night.
a. was waken up by b. was waken up with c. was waken up d. am waken up by
38. They didn't remember that they ----- to write a review of the new app.
a. were asked b. had been asked c. was asked d. have been asked
39. The factory ----- so some people have lost their jobs.
a. are just automated b. have automated c. was automated d. has just been automated
40. I think all our houses ----- powerful computers soon.
a. are controlled by b. were controlled by c. will be controlled by d. was controlled by

Impersonal passive

- a. It + passive + that clause - It is said that Ali plays football well .
- b. 2nd subject + 1st verb passive + to-infinitive - Ali is said to play football well .
- c. 2nd subject + 1st passive + to have + V3 - Ali is said to have played football well.

d. Object + 1st passive + to have been + V3 - Football is said to have been played well .

1. The designer **is known to have been** heavily influenced by early computers.
2. **It is thought that** the city's schools will be completely paperless within 50 years.
3. 5G mobile networks **are expected to greatly improve** Internet connection speeds.
4. **It was once believed that** guided missiles would be used to deliver post.
5. The company **is estimated to have sold** nearly ten million handsets in the last ten years.
6. Sales of the company's main product **were reported to be** steady.

41. They say that Saleem plays football well.

- | | |
|---|---|
| a. It is said that Saleem plays football well. | c. It says that Saleem plays football well. |
| b. It was said that Saleem plays football well. | d. It has said that Saleem plays football well. |

42. They said that Saleem had played football well.

- | | |
|---|---|
| a. It is said that Saleem plays football well. | c. It said that Saleem plays football well. |
| b. It was said that Saleem plays football well. | d. It had said that Saleem plays football well. |

43. They say that Saleem plays football well.

- | | |
|---|--|
| a. Saleem is said to play football well. | c. Saleem is said to have played football well. |
| b. Saleem is said that plays football well. | d. Saleem is said to have been played football well. |

44. They say that Saleem plays football well.

- | | |
|--|---|
| a. Football is said to play well. | c. Football is said to be played well. |
| b. Football is said to have played well. | d. Football is said to have been played well. |

45. The newspaper believe that the virus has affected more than 700,000 people.

- a. More than 700,000 people are believed to be affected by the virus.
- b. More than 700,000 people are believed to affect by the virus.
- c. More than 700,000 people are believed to have been affected by the virus.
- d. More than 700,000 people are believed to have affected by the virus.

46. Experts expect that more people will own phones in the future.

- a. It is expect that more phones will be owned in the future.
- b. It has been expected that more phones will be owned in the future.
- c. It was expected that more phones will be owned in the future.
- d. It is expected that more phones will be owned in the future.

47. Some people have suggested that young people should not have mobile phones.

- a. It has suggested by some people that young people should not have mobile phones
- b. It has been suggested by some people that young people should not have mobile phones
- c. It was suggested by some people that young people should not have mobile phones
- d. It is suggested by some people that young people should not have mobile phones

48. I expect that they will deliver the parcel by four o'clock.

- a. I expect the parcel to be delivered by four o'clock.
- b. I expect the parcel be delivered by four o'clock.
- c. I expect the parcel to deliver by four o'clock.
- d. I expect the parcel have been delivered by four o'clock.

49. The teacher said we mustn't use our phones during the exam.

- a. We are told not to use our phones during the exam.
- b. We were told to use our phones during the exam.
- c. We are told to use our phones during the exam.
- d. We were told not to use our phones during the exam.

50. It ----- said that high-speed rail travel would cause people to stop breathing.

- | | | | |
|---------|-------|--------|--------|
| a. were | b. is | c. was | d. has |
|---------|-------|--------|--------|

51. Over half a million passwords are thought to ----- stolen in the hack.

- | | | | |
|----------|-------|---------|--------------|
| a. to be | b. be | c. have | d. have been |
|----------|-------|---------|--------------|

52. The hacker is thought to ----- a man in his 30s living somewhere in southern Germany.

- | | | | |
|----------|-------|----------|---------|
| a. to be | b. be | c. being | d. been |
|----------|-------|----------|---------|

a. thought contained to have is
b. is thought contained to have
c. is thought to have contained
d. is contained to have thought

a. Important data is believed to have been lost by at least 20 companies due to recent computer virus.

b. Important data are believed to have been lost by at least 20 companies due to recent computer virus.

c. Important data is believed to be lost by at least 20 companies due to recent computer virus.

d. Important data is believed to have been losing by at least 20 companies due to recent computer virus.

a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

a. Nevertheless b. In spite of c. despite d. Although

a. In spite of been several major cyber attacks last year, most companies have not changed their security systems.

b. In spite of being several major cyber attacks last year, most companies have not changed their security systems.

c. In spite of have several major cyber attacks last year, most companies have not changed their security systems.

d. In spite of were several major cyber attacks last year, most companies have not changed their security systems.

UNIT NINE

a. wouldn't do b. won't do c. wouldn't have done d. won't have done

a. would have b. will have c. would have had d. won't have

a. have won b. had won c. won d. hadn't won

a. I speak Spanish and I met my friend.
b. I didn't speak Spanish and I met my friend.
c. I speak Spanish and I didn't meet my friend.
d. I speak Spanish and I meet my friend.

a. I didn't win. I'm rich.

b. I won . I'm rich.

c. I won . I'm not rich.

d. I didn't win. I'm not rich.

6. If you read the travel pages, you'll probably hear about a new tourist attraction somewhere in the world.
- first conditional (A situation that the speaker considers is likely to happen.)
 - zero conditional (A situation that the speaker considers is generally true.)
 - third conditional (A hypothetical situation in the past.) (imagination)
 - second conditional (A hypothetical situation in the present or future.)
7. If a tourist attraction is popular, it can be very good news for the organisers.
- first conditional (A situation that the speaker considers is likely to happen.)
 - zero conditional (A situation that the speaker considers is generally true.)
 - third conditional (A hypothetical situation in the past.) (imagination)
 - second conditional (A hypothetical situation in the present or future.)
8. Perhaps more people would have wanted to climb it if they hadn't had to splash out on an entrance fee.
- first conditional (A situation that the speaker considers is likely to happen.)
 - zero conditional (A situation that the speaker considers is generally true.)
 - third conditional (A hypothetical situation in the past.) (imagination)
 - second conditional (A hypothetical situation in the present or future.)
9. If you drove the route, you would see castles, beaches and amazing mountains.
- first conditional (A situation that the speaker considers is likely to happen.)
 - zero conditional (A situation that the speaker considers is generally true.)
 - third conditional (A hypothetical situation in the past.) (imagination)
 - second conditional (A hypothetical situation in the present or future.)
10. If they hadn't made the North Coast 500, people would be poorer.
- They made the North Coast 500, so people are not poorer.
 - They didn't make the North Coast 500, so people are not poorer.
 - They made the North Coast 500, so people are poorer.
 - They didn't make the North Coast 500, so people are poorer.
11. If the organisers realised this, they would have done things differently, perhaps. (mixed)
- The organisers did not realise this, so they didn't do things differently.
 - The organisers do not realise this, so they didn't do things differently.
 - The organisers do not realise this, so they did things differently.
 - The organisers did not realise this, so they don't do things differently.
12. If Issa ----- afraid of snakes, he would have picked it up.
- isn't
 - doesn't
 - hadn't
 - wasn't
13. If he ----- to swim, he might be in the sea now.
- learns
 - learnt
 - had learnt
 - didn't learn
14. I ----- be famous if I had taken that job.
- will
 - would
 - can
 - would have
15. If he ----- , he would be dead now.
- fell
 - fall
 - will fall
 - had fallen
16. If he ----- at the map, he wouldn't be lost.
- looks
 - looking
 - had looked
 - look
17. Unless you're very well-off, you'll need to borrow money to buy a house. (1st Conditional)
- If you're very well-off, you'll need to borrow money to buy a house.
 - If you aren't very well-off, you'll need to borrow money to buy a house.
 - If you're very well-off, you won't need to borrow money to buy a house.
 - If you aren't very well-off, you would need to borrow money to buy a house.
18. Zeinab wouldn't run out of cash every month if she ----- out every time she went shopping. (2nd Conditional)
- wouldn't splash
 - don't splash
 - didn't splash
 - doesn't splash

19. You can live on very little if you ----- your finances carefully. (Zero Conditional)

- a. managed b. manages c. had managed d. manage

20. If the exams ----- easier, I wouldn't have had to work so hard to pass my exams. (Mixed Conditional)

- a. were b. are c. weren't d. was

21. A situation that the speaker considers always true is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

22. A situation that is likely to happen in the future is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

23. The present consequences of a hypothetical past situation is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

24. The effects of a hypothetical present situation on the past is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

25. If video games weren't so costly, I'd buy a new one every month.

The sentence that has a similar meaning as the one above is -----

- a. Video games are costly, so I don't buy a new one every month.
b. Video games aren't costly, so I don't buy a new one every month.
c. Video games are costly, so I buy a new one every month.
d. Video games aren't costly, so I buy a new one every month.

26. If you don't buy the car today, it will be more expensive tomorrow.

The sentence that has a similar meaning as the one above is -----

- a. You aren't recommended to buy the car today and the car costs less today than it will tomorrow.
b. You are recommended to buy the car today and the car costs more today than it will tomorrow.
c. You aren't recommended to buy the car today and the car costs more today than it will tomorrow.
d. You are recommended to buy the car today and the car costs less today than it will tomorrow.

27. If we were affluent, we would've bought a big flat.

The sentence that has a similar meaning as the one above is -----

- a. We are affluent, so we bought a big flat. c. We aren't affluent, so we bought a big flat.
b. We aren't affluent, so we didn't buy a big flat. d. We are affluent, so we didn't buy a big flat.

28. If we spent more on society, fewer people ----- live in hardship.

- a. will have to b. had to c. would have to d. will have been to

29. If we'd eaten breakfast, we ----- feeling so hungry now.

- a. would be b. wouldn't have been c. would have been d. wouldn't be

30. I ----- you up at 6 p.m. outside the shopping centre unless I hear differently.

- a. will pick b. would pick c. would have picked d. pick

31. If I ----- my exams, I would be at university now.

- a. pass b. passed c. hadn't passed d. had passed

32. If I knew what to do, I ----- you.

- a. wouldn't have asked you b. wouldn't be asking you c. won't ask d. A+B

33. If I ----- chocolate, I wouldn't have made chocolate cake, would I?

- a. don't like b. didn't like c. like d. wouldn't like

34. ----- you run, you're going to be late for the lesson.

- a. Unless b. If c. When d. provided that

35. You'll laugh----- I tell you what happened to me yesterday.

- a. unless b. if c. when d. A+B

36. ----- you don't feel like going, then don't go!

- a. Unless b. If c. When d. Provided that

37. Don't bother making coffee for me ----- you're making one yourself.

- a. unless b. if c. when d. provided that

38. ----- I told you a secret, would you be able to keep it?

- a. Unless b. If c. When d. Even if

39. ----- the clock strikes midday, the race will begin.

- a. Unless b. If c. When d. Even if

40. We use I wish / If only + Past Simple (V2) to talk about -----

- a. present regrets or things you would like to change c. past wishes
b. past regrets d. wishes in the past

41. We use I wish / If only + Past Perfect (had + V3) to talk about -----

- a. present regrets b. past regrets c. past wishes d. wishes in the past

42. I don't have a car. I wish I ----- a car.

- a. have b. don't have c. had d. had had

43. I'm not tall. I wish I ----- taller.

- a. had been b. was c. were d. A+B

44. You didn't tell me what sort of house it was. I wish you ----- what sort of house it was.

- a. told b. had told c. have told d. are telling

45. I didn't leave my car at home. I wish I ----- my car at home.

- a. didn't leave b. have left c. left d. had left

46. You shouldn't have read that letter. We use should (not) have + past participle when we -----

- a. criticize a past action c. something was possible, but didn't happen, so we are unhappy about the result
b. criticize a present action d. to talk about how we want someone else's behaviour to change.

47. You could have told me you were coming today! We use could have + past participle when -----

- a. criticize a past action c. something was possible, but didn't happen, so we are unhappy about the result
b. criticize a present action d. to talk about how we want someone else's behaviour to change.

48. Your room is a mess! I wish you would pick up your clothes from the floor! We use would when ---

- a. criticize a past action c. something was possible, but didn't happen, so we are unhappy about the result
b. criticize a present action d. to talk about how we want someone else's behaviour to change.

49. I needn't have worried because most people aren't judging anyone else, and if they are, it doesn't really matter.

The sentence that has the same meaning as the one above is -----

- a. I did something, but it wasn't necessary.
b. I thought I didn't think exercise was important. How wrong I was! I regret that now.
c. It was a good idea for me to do something, but I didn't do it.
d. It wasn't a good idea for me to do something, but I did it.

50. I didn't do something because it wasn't necessary (or I thought it wasn't).

The sentence that has the same meaning as the one above is -----

- a. I did something, but it wasn't necessary.
b. I thought I didn't think exercise was important. How wrong I was! I regret that now.
c. It was a good idea for me to do something, but I didn't do it.
d. It wasn't a good idea for me to do something, but I did it.

51. It was a good idea for me to do something, but I didn't do it.

The sentence that has the same meaning as the one above is -----

- a. I did something, but it wasn't necessary.
- b. I should at least have tried
- c. It was a good idea for me to do something, but I didn't do it.
- d. It wasn't a good idea for me to do something, but I did it.

52. I shouldn't have listened to my friend who told me I would never go to university because I couldn't spell. I'm dyslexic, not stupid, and guess what? Now I have two degrees!

The sentence that has the same meaning as the one above is -----

- a. I did something, but it wasn't necessary.
- b. I should at least have tried
- c. It was a good idea for me to do something, but I didn't do it.
- d. It wasn't a good idea for me to do something, but I did it.

53. I think I could have got a better job if I had a degree.

The sentence that has the same meaning as the one above is -----

- a. I did something, but it wasn't necessary.
- b. I should at least have tried
- c. Something was a possibility, but I didn't do it.
- d. It wasn't a good idea for me to do something, but I did it.

54. I ----- long for him because he arrived a couple of minutes later.

- a. didn't wait
- b. don't need to wait
- c. didn't need to wait
- d. needn't have waited

55. You ----- breakfast; then you wouldn't be hungry.

- a. should have had
- b. should have
- c. shouldn't have had
- d. needn't have had

56. If only he ----- the truth!

- a. would know
- b. knew
- c. will know
- d. knows

57. I wish I ----- her a nicer present – she looked a bit disappointed when I gave it to her.

- a. will buy
- b. buy
- c. bought
- d. had bought

58. I wish I could stop eating crisps.

The sentence that has the same meaning as the one above is -----

- a. The speaker can stop eating crisps.
- b. The speaker can't stop eating crisps.
- c. The speaker stopped eating crisps.
- d. The speaker will stop eating crisps.

59. If only Alia knew how I felt about it.

The sentence that has the same meaning as the one above is -----

- a. Alia does know how the speaker feels about it.
- b. Alia doesn't know how the speaker feels about it.
- c. Alia knew how the speaker feels about it.
- d. Alia had known how the speaker feels about it.

60. They shouldn't have bought it.

The sentence that has the same meaning as the one above is -----

- a. The speaker is talking about someone who didn't buy something.
- b. The speaker is talking about someone who hadn't bought something.
- c. The speaker is talking about someone who did buy something.
- d. The speaker is talking about someone who will buy something.

61. It was sunny so we didn't need to wear our raincoats.

The sentence that has the same meaning as the one above is -----

- a. The speakers wears their raincoats.
- b. The speakers had worn their raincoats.
- c. The speakers did wear their raincoats.
- d. The speakers didn't wear their raincoats.

62. I should have asked if the boy needed any help.

The sentence that has the same meaning as the one above is -----

- a. It was a good idea to ask if the boy needed any help, but the speaker didn't.
- b. It was a good idea to ask if the boy needed any help, so the speaker did
- c. It was a good idea to ask if the boy needed any help, so the speaker will .
- d. It was a good idea to ask if the boy needed any help, but the speaker .

63. Ali could have given Fadi a lift into town.

The sentence that has the same meaning as the one above is -----

- a. Fadi did get a lift into town from Ali.
- b. Fadi will get a lift into town from Ali.
- c. Fadi didn't get a lift into town from Ali.
- d. Fadi got a lift into town from Ali.

64. I wish I ----- what questions they plan to ask during the English oral exam.

- a. know
- b. knows
- c. had known
- d. knew

65. If only I ----- to school yesterday instead of going by bike.

- a. walked
- b. had walked
- c. walk
- d. walking

66. We didn't need ----- our waterproof jackets after all.

- a. to bring
- b. bring
- c. brings
- d. bringing

67. I wish I ----- at the World Cup finals last month and seen my country play.

- a. could be
- b. could
- c. can be
- d. could have been

68. Looking back, perhaps I ----- anything, but I did, so it's too late now.

- a. could have said
- b. shouldn't have said
- c. should say
- d. should have said

69. I wish I ----- luckier.

- a. am
- b. will be
- c. were
- d. have been

70. I wish I ----- luckier the last time I bought a lottery ticket.

- a. am
- b. will be
- c. were
- d. had been

71. If only I ----- to buy a new scooter for my sister's last birthday.

- a. could afford
- b. afford
- c. afforded
- d. could have afforded

72. I wish you ----- here to watch me perform yesterday.

- a. had been
- b. were
- c. are
- d. will be

73. I wish you ----- here to watch me perform now.

- a. had been
- b. were
- c. are
- d. will be

74. If only we ----- where you were, we'd have come to get you.

- a. knew
- b. know
- c. knows
- d. had known

75. If only we ----- where you are, we would come and get you.

- a. knew
- b. know
- c. knows
- d. had known

76. I wish everything these days ----- so expensive.

- a. wasn't
- b. weren't
- c. isn't
- d. A+B

77. If only my sister ----- borrowing my clothes!

- a. stopped
- b. would stop
- c. had stopped
- d. stop

78. I wish I ----- sciences at school, but it's too late now.

- a. had studied
- b. studied
- c. would study
- d. will study

79. He ----- about the test. He came top!

- a. didn't need to
- b. needn't have worried
- c. shouldn't have worried
- d. B+C

80. People ----- successful unless they know what they want.

- a. won't be b. aren't c. weren't d. A+B

81. If he had accepted the job with the travel agency last year, he ----- in Australia now.

- a. is b. will be c. would have been d. would be

82. I am interested in teaching. I also have experience in this area. (as well as)

The sentence that has the same meaning as the one above is -----

- a. As well as being interested in teaching, I also have some experience ...
b. As well as having interested in teaching, I also have some experience ...
c. As well as interested in teaching, I also have some experience ...
d. As well as interest in teaching, I also have some experience ...

83. I am fluent in English. I also speak some Spanish and Portuguese. (not only)

The sentence that has the same meaning as the one above is -----

- a. Not only I am fluent in English, but I also speak some ...
b. Not only am I fluent in English, I speak some ...
c. Not only am I fluent in English, but I also speak some ...
d. Not only was I fluent in English, but I also speak some ...

84. I believe I would be an asset to the team. I would be willing to commit for at least a year abroad. (furthermore)

The sentence that has the same meaning as the one above is -----

- a. Furthermore, I believe I would be an asset to the team. I would be willing to ...
b. I believe I would be an asset to the team. I would be willing to ... Furthermore.
c. I believe I would be an asset to the team. Furthermore, I would be willing to ...
d. I furthermore, believe I would be an asset to the team. I would be willing to ...

85. I have experience. I also have relevant qualifications. (in addition to)

The sentence that has the same meaning as the one above is -----

- a. In addition to have experience, I also have relevant qualifications.
b. In addition to having experience, I also have relevant qualifications.
c. In addition to being experience, I also have relevant qualifications.
d. In addition to doing experience, I also have relevant qualifications.

86. I am physically fit. I enjoy cycling. (besides)

The sentence that has the same meaning as the one above is -----

- a. Besides being physically fit, I also enjoy cycling. c. Besides be physically fit, I also enjoy cycling.
b. Besides having physically fit, I also enjoy cycling. d. Besides have physically fit, I also enjoy cycling.

1	c	2	a	3	b	4	a	5	d	6	a	7	b	8	c	9	d	10	a
11	b	12	d	13	c	14	b	15	d	16	c	17	b	18	c	19	d	20	a
21	a	22	b	23	d	24	d	25	a	26	d	27	c	28	c	29	d	30	a
31	d	32	d	33	b	34	a	35	d	36	b	37	a	38	b	39	c	40	a
41	b	42	c	43	d	44	b	45	d	46	a	47	c	48	d	49	a	50	b
51	b	52	d	53	c	54	c	55	a	56	b	57	d	58	a	59	b	60	c
61	d	62	a	63	c	64	D	65	b	66	a	67	d	68	b	69	c	70	d
71	d	72	a	73	b	74	D	75	a	76	d	77	b	78	a	79	d	80	d
81	d	82	a	83	c	84	C	85	b	86	a								

Derivation

(adj + noun + verb + adverb + adjective + noun)

verb	ate	ise	ize	en	fy				
noun	ion / ness	ity	ment	ence	ency	gy / ure/	ing / dom	ist / isme	er ,or, age
adjective	al	ive	ant	ent	ful / less	ous	ible	able	ic, ing, ed
adverb	ly								

الاسماء Nouns	الأفعال Verbs
1. After: (a / an / the) :	1. After (to)
2. After prepositions (in / on / of / at / with / for / by / from / without)	
3. After the possessives ('s / s')	2.After : (always / usually / often / seldom / rarely / sometimes / never)
4. After : (my / his / her / their / your / our / its)	
5. After adjectives :	3. After (would rather / had better / let / make / help)
6. After numbers : one / first / all / every / each / enough / several	
7. After the words (this / these / that / those)	4. After the (verbs to do) : (do / does / did)
8. After (much / many / few / some / any / little / more)	
9. At the beginning of the sentence as subjects	5. After (will / would / shall / should / may / might / can / could / must)
10. After (No)	
11. After : (need) – (cause) – (keep) – (see)	6. Between the subject and the object = (N + V + N)

الصفات Adjectives	الظرف / الحال Adverbs
1. Adjectives describe nouns	1. Adverbs describe verbs - V + adv / V + n + -----
2. After (verbs to be)	2. We use the adverbs before adjectives : (be + ly)
3. After adverbs (adverb + adjective)	3. Adverbs (without verbs) . ----- ,
4. " be " + (as adj as)	4. " verb " + (very / too / so / quite)
5. " be " + (very / too / so / quite / a bit / absolutely / extremely)	5. " verb " + (as adv as)
6. After these verbs (look / feel / sound / seem / become / find / taste / smell / get / turn)	6. subject + ly + verb - n+-----v am – is – are + -----ly----- + V3 / am – is – are + V3 + ----ly-----
7. After (be + more / the most)	has / have + -----ly----- + V3 / has / have + V3 + -----ly-----

- I'd like you to ----- this document into English. (translate – translation – translated - translator) 2020
- The doctors ----- prevented the spread of the virus. (success – successfully – successful - succeed) 2020
- How many cars does this factory ----- every year ? (immunise – immune – immunization – imunised) 2020
- Olives which are----- grown in the world, have been cultivated for over 6.000 years. (extend - extensive - extensively) 2017
- It is important to have an ----- of different countries' customs. (aware - awareness) 2017
- Maha shows great ----- for her new job as a lawyer in the court . (enthusiasm , enthusiastic , enthusiastically) 2018
- Our national team is now well- ----- for the second round of the competition . (qualify , qualification , qualified) 2018
- With children, it is important to ----- the right balance between love and discipline. (achieve , achieved , achievable) 2018
- It's----- to take regular breaks when revising. (benefit – beneficial – beneficially) 2018
- You need ----- at language to work fast. (proficient - proficiently - proficiency) 2018
- Another way of saying that something could be successful is to say it is ----- . (viable / viably / viability) 2018
- , a man proposes to a woman, not the other way round. (Tradition / Traditional / Traditionally) 2018
- gives people the ability to resist infection temporarily (immunise – immune – immunization – imunised) 2020
- Scientists have ----- invented a prosthetic hand with a sense of touch. (success – successfully – successful - succeed) 2020
- Khalid received an ----- letter from the manager for his hard work. (appreciate / appreciation / appreciatively) 2018
- Many people had to be ----- after being exposed to the diseases. (immunity – immune – immunization – imunised) 2020
- Bank costumers can ----- their checking accounts instantly. (access - accessible - accessibly) 2019
- Hospitals have a ----- to provide the best medical care. (commit - committed - commitment) 2019
- The prices of some items are not ----- in some shops (negotiate - negotiable - negotiably - negotiation) 2019
- This training job will ----- you for a better job. (qualify - qualification - qualifying – qualified) 2019
- The recycling project has been ----- carried out in my school. (success - successful - successfully - succeed) 2019
- The ----- of the internet has changed the world. (invent - invention – inventive – invented) 2019
- Students ----- to receive their results very soon. (expect - expectation - expectancy - expectantly) 2019
- Experts have proved that exercise is good for ----- . (concentrate - concentration - concentrated - concentratedly) 2019

Derivation الاشتقاق

قواعد عامة على الاشتقاق:

1. الصفات تصف الاسماء.
2. الظروف تصف الافعال.

Noun verb adverb adjective noun

1. اشتقاق الاسم

ياتي الاسم:

1. بعد الانوات (a/an/ the)
2. بعد ضمائر الملكية (my/ his/her/our/their/its/your)
3. بعد محددات الكمية (many / much/few/ little/any/every/ other/ all)
4. بعد اسماء الاشارة (this/these/those/that)
5. بعد وقبل (of) و (s)
6. بعد حروف الجر (in , of , on , between , from , under , with , for , at)

لواحق الاسماء:

tion Or mentship dom..... nessism istice.... ing...er ...ity..er

2. اشتقاق الصفة

تأتي الصفة:

1. قبل الاسم
2. بين as.....as
3. بعد المؤكدات والظروف (, so , too , quite , extremely , completely , definitely , absolutely , mainly ,)
4. بعد الافعال التالية (feel / seem / look / become / get / appear / sound / smell / taste)
5. بعد more اذا كانت مسبقة باحد افعال be , واذا كانت مسبقة بغير افعال be فانها تأخذ اسم.

لواحق الصفة :

ible ableless....ic ivealousful....anted Ingory

3. اشتقاق الفعل

ياتي الفعل :

1. بعد to
2. بعد ال (modal)
3. بعد افعال (do)
4. بعد الفاعل

لواحق الفعل :

Fyize.....ate.....ieveide.....en

وعادة يكون اصغر كلمة بالخيارات.

4. اشتقاق الظروف:

ياتي الظروف:

1. في بداية الجملة متبوعا بفاصلة.
 2. بين الفاعل والفعل
 3. بين فعلين
- والظرف له لاحقة واحدة وهي (ly).

ملاحظات مهمة على الاشتقاق:

1. ادوات العطف التالية (and/as well as/or) تعطف كلمتين من نفس الجنس اي ان ما يتبعها يكون من نفس ما يسبقها.
2. العبارات التالية: lead to/due to/ looking forward to /according to/belong to يتبعها اسم او شبة جملة اسمية وليس فعل مجرد.
3. اذا كان الفراغ في بداية الجملة ومتبوعا بفعل فان الفراغ يحتاج الى اسم.
4. اذا اكن الفراغ في بداية الجمل ومتبوعا باسم فان الفراغ يحتاج الى صفة.
5. اذا اكن قبل الفراغ اسم (فاعل) فان الفراغ يحتاج الى فعل, واذا كان الفراغ بعده فعل فان الفراغ يحتاج الى ظرف.
6. اذا كان الفراغ مسبوقا باداة اسم فان الفراغ يحتاج الى اسم , واذا اكن بعد الفراغ اسم في هذه الحالة يحتاج الفراغ الى صفة.
7. اذا اكن الفراغ مسبوقا باحد افعال be فان الفراغ يحتاج الى صفة , ولكن اذا كان بعد الفراغ صفة او فعل فان الفراغ يحتاج الى ظرف.

1. This is a good law, but I am not sure it is _____.
a. enforce b. enforceable c. enforcement d. enforced
2. The factory has grown recently, and has been more successful since the _____.
a. expanse b. expansion c. expand d. expandable
3. The university in our city is an important _____.
a. institute b. institutionalise c. institutional d. institution
4. How can the factory _____ polluting the river like that?
a. justify b. justifiable c. justification d. justifying
5. It is good that men and women get _____ pay in this business.
a. equal b. equality c. equalize d. equally
6. Keep your argument simple and try not to _____ it.
a. complicated b. complication c. complicating d. complicate
7. At this university, we reject any and all _____ based on race, gender, religion or age.
a. discriminate b. discrimination c. discriminate d. discriminating
8. We believe in _____ of speech.
a. freedom b. free c. freely
9. We will never accept any _____ of individuals based on their _____ beliefs.
a. persecute / personally b. persecution / personal c. persecute / personalize
10. Should anybody feel they have suffered _____?
a. victim b. victimization c. victimise
11. An _____ will be carried out and suitable disciplinary action will be taken.
a. investigate b. investigation c. investigating
12. He _____ how many sandwiches he would need for the family party and didn't make enough.
a. judging b. misjudge c. misjudgment
13. We think some of the boss's attitudes areas he tends to give men more opportunities than women.
a. discriminatory b. discriminate c. discriminating
14. The school called the boy's parents because his behaviour in class was completely
a. unaccept b. unaccepting c. unacceptable
15. ----- means that everyone has exactly the same rights.
a. Equality b. Equal c. Equally
16. Some countries have very high _____ and it is difficult for young people to find a job.
a. unemployed b. unemployment c. unemploy
17. The Student Union is an _____ that helps students when they go to a Jordanian University.
a. organisation b. organised c. organising
18. Some students are quite young when they start their studies and can feel ____ in their first weeks.
a. comfortable b. comfortably c. comfort

19. The Union will be pleased to _____ (clear) any doubts students have, however small you might think they are.
a. clearance b. clarify c. clear
20. The Union can help students enjoy the -----, social and sports activities available to them at university.
a. entertainment b. entertain c. entertaining
21. They would not expect that the service would have over two billion -----users 15 years later.
a. Dedicate b. dedication c. dedicates d. dedicated
22. ----- enough, it is not the youngest generations, such as the Millennials or Generation Z that are the most addicted to it.
a. Odd b. oddly c. oddness d. oddest
23. The young find other recent social media apps more interesting because those platforms are more-----
a. trust b. trustworthy c. trusts
24. -----the older app, the newer apps don't force their users to look at everybody's information.
a. like b. unlike c. unlikely d. liked
25. The youngest generation of social media users have a real sense of ----- while on these apps.
a. belong b. belonging c. belonged d. belongs
26. Through its closed groups and temporary sharing, it provides them with a feeling of -----and relative privacy.
a. secure b. security c. securely d. secured
27. -----, Baby Boomers and Gen X do not realise what they are missing.
a. apparent b. apparently c. apparency

1	B	2	B	3	D	4	A	5	A	6	D	7	B	8	A	9	B	10	B
11	B	12	B	13	C	14	C	15	A	16	B	17	A	18	A	19	B	20	A
21	D	22	B	23	B	24	B	25	B	26	B	27	B						

Comprehension

The article states three (reasons , results , benefits , ways , examples ,
Write down these two / three

The text mentions two factors , effects , advantages , disadvantages ,
Mention them. / write them down

The writer explains two / three solutions , steps , characteristics , kinds , aspects) . What are they ?

4. Quote the sentence which indicates (shows / states / tells) that ----- .
Write down the sentence.....

اكتب الجملة ذات الفكرة المطلوبة من النقطة الى النقطة او (!) او (؟)

5. Find a word / a phrasal verb which means / which have the same meaning of

Replace the underlined word / phrasal verb ----- with the same meaning .

6. What does the underlined pronoun "it" / he , him , his / they / she , her refer to ?
I , we ----- the speaker / you ----- the reader

7. It is said that Explain this statement , and in two sentences,
write down your point of view.

اطرح سؤال اما ب (How) او (Why)

Answer : I think ----- because + S + V ----- .
Also , -----

8. Suggest three possible ----- / Mention three ----- (reasons / results / advantages / disadvantages / ways)

اقتراحات عامة

I suggest :

- Thinking positively.
- Dealing with this subject wisely .
- Making a lot of effort
- Trying hard
- Keeping trying
- Preparing
- Increasing awareness
- Developing skills
- Developing abilities
- Decreasing -----
- Increasing -----
- Doing -----
- Using social media
- Saving time and effort
- Being careful
- Helping -----
- Developing -----
- Using the internet

كلمات مهمة في القطع

ways طرق	methods طرق	reasons اسباب	causes اسباب	advantages	disadvantages
results نتائج	solutions حلول	factors عوامل	suggestions اقتراح	differences اختلاف	facilities منشآت
difficulties صعوبات	problems مشاكل	punishments عقاب	achievements انجازات	skills مهارات	changes تغيرات
features ميزات	qualities صفات	aims اهداف	characteristics ميزات	ideas افكار	aspects مجالات
troubles مشاكل	conditions ظروف	examples امثلة	kinds انواع	types انواع	consequences
objectives اهداف	goals / purposes	describe يصف	influence يؤثر	effects / impact	reasons / causes
text نص	paragraph فقرة	word كلمة	find اوجد	quote اقتبس	indicate يشير الى
tell يخبر	show يبين	state تبين	prefer يفضل	sentence جملة	underlined تحته خط
write down اكتب	justify علل	suggest اقترح	mention اذكر	according وفقا ل	following التالي
describe اوصف	mean يعني	steps خطوات	view نظرة		

Find	جد	Factors	عوامل
Quote	اقتبس	Influence, Impact, Effect	تأثير
Underlined	تحت خط	According to	وفقا / حسب
Pronoun	ضمير	View , Opinion , Attitude	وجهة نظر
Text	نص	Sentence	جملة
Paragraph	فقرة	Indicate, Show	يشير , يبين
Write down	اكتب	Why	لماذا
Examples	أمثلة	How	كيف
Mention	اذكر / عدد	When	متى
Features, Qualities,	خصائص	Who	من
Objectives, Aims	أهداف	Where	أين
First	أول	What	ما / ماذا
Second	ثاني	Which	أي / الذي
Third	ثالث	How many	كم عدد
Last	آخر / أخير	How long	كم طولا للمدة
Word	كلمة	Causes, Reasons	أسباب
Refer to	يعود على	A part from	باستثناء
Describe	صف	Results	نتائج
Advantages , Benefits	إيجابيات	Mean	يعني
Explain	وضح	Justify	برر
Suggest	اقترح	Ways	طرق
Characteristics	خصائص	Steps	خطوات
Difficulties	صعوبات	Consequences	آثار

Question Number one and two:

1. Write down two of them / Write them down.
2. Write down two of them / Write them down.
3. Quote /Write down the sentence which indicates that.....
4. Find a word / phrase which means (.....)
5. What does the underlined wordrefer to?
6. Think of this statement and, in two sentences, write down your point ofview.

I totally agree with the writer because -----.

Also, -----.

7. According to the text , the writer (thinks , says, considers , states) that.....
Explain this statement, suggesting/ mentioning / giving three ways / reasons / pieces of advice



1.2

MAKING CONTACT

By Amer Asmar



Word	Meaning	Arabic
Omnivore	a living being that eats plants and animals	اكل النباتات والحيوانات
Rival	a person or group that competes with others	منافس
Groom	to brush and clean fur	يعتني

We know that some animals understand basic instructions, allowing travellers to control **their** horses or camels, for example. But although some of the more intelligent animals can **figure out** what **we** want **them** to do, we have long assumed that communication with – and between – animals must be limited. However, thanks to the work done by the naturalist Jane Goodall since the 1960s, **we** should take the possibility seriously that some animals can both **take in** what we are saying and **get across** complex ideas. As a child, Jane loved reading books about a fictional character called Dr Dolittle, **who** could talk to animals. Perhaps **this** is what inspired **her** to go to Africa when **she** was in **her** 20s. Here **she came across** a scientist **who** asked Jane if **she** might want a job observing chimpanzees in the wild. **She** immediately said yes. **She** went with **her** mother to the shores of Lake Tanganyika in Tanzania to start **her** new job, and it was not long before **she made out** a group of chimpanzees in the trees around an area now called the Gombe Stream National Park.

How could a young English woman with no scientific training possibly make contact with a group of wild chimpanzees? At first, the animals ran away as soon as **they** saw **her**. But maybe because **she** knew very little about these wild animals, **it** is highly likely that her calmness gained **their** trust. **It** was only later that Jane would learn how dangerous **they** could be. **She** saw that different groups of chimpanzees had battles in which **they** tried to **wipe out** the **rival** group. But before **this**, **her** studies showed **her** that the chimpanzees could clearly communicate, allowing **them** to **groom** and help each other, share food as well as have arguments. Jane **pointed out** that the animals couldn't communicate using language like people, but **they** could communicate by touch and sound. Amazingly, **she** also realized **they** could use sign language. At this time, people believed that only humans could use tools, but Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to **their** young. Through **her** work, Jane **spelled out** to the scientific community for the first time that animals, too, could use tools. Jane went on to write a number of books about **her** work. As well as explaining chimpanzees' highly

developed social behavior, **she** taught **us** that **they** are **omnivores** (people used to think **they** were vegetarian). In 2002, **she** became a UN Messenger for Peace.

In **my** opinion, Jane Goodall **brought about** a complete change in the way people understood how animals can communicate. Since **her** work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, **who** can **pick up** sounds made by other whales and elephants over large distances. **I** feel that **we** may well learn even more about animal communication in the future.

Read the text and answer the following questions:

1. According to the author, how did Jane get the chimpanzees to trust her?
a She talked to them. b She was relaxed with them. c. They did not know she was there.
2. What were the two most important discoveries that Jane made?
a. The chimpanzees could talk and make tools.
b. The chimpanzees had fights and disciplined their children.
c. The chimpanzees could use tools and communicate using sign language.
3. What does the author believe might happen if humans could talk to animals?
a. We would change our minds about how animals communicate.
b. We might learn to communicate like whales and elephants.
c. They might teach us important lessons.

Answers: 1. a 2. c 3. c

4. What inspired Jane Goodall to study animals, as mentioned in the text?*

Reading books about Dr. Dolittle

5. Quote the sentence which indicates that Jane Goodall's research was groundbreaking at the time.

"Through her work, Jane spelled out to the scientific community for the first time that animals, too, could use tools."

6. What does the underlined word in the last paragraph (her) refer to?

Jane Goodall

Communicating with the past

The Rosetta Stone

The Rosetta Stone is nothing much to look at. Nevertheless, visitors to the British Museum flow endlessly past the piece of rock, despite being unable to make out what is written on it. If they could, they might be disappointed to discover that it is a kind of tax document. However, as the museum guides explain, the Rosetta Stone is the star of an incredible story about figuring out how to communicate with the past.

The tale begins over 2000 years ago in Egypt. When Pharaoh Ptolemy IV died, his six-year-old son became the ruler. This was the start of years of chaos as rival groups tried to influence him. Eventually, the boy-pharaoh grew up and, with the assistance of powerful

كهنة
priests, **he** took control. In 196 BCE, like all the other pharaohs before **him**, **he** wished to
يعلم
أهمية
دوره
announce to the world the importance of **his** role, The Rosette Stone is one of 18 stones that
المعابد
هدفها
نقل
were put in temples around Egypt, **their** purpose was both to point this message and to bring
السخية
الاعفاءات الضريبية
خاصة
تاريخية
into law some very generous tax breaks for priests. The stone is of particular historical
أهمية
يحتوي
مكتوب
importance because the 'memo' **it** contains is written in three languages: Greek, an
القبور
Egyptian language called Demotic, and hieroglyphics like those found on tombs.

استولى
بقي
The Rosetta Stone remained in Egypt for 2000 years. Then in 1801, **it** was captured by
نقلت
يعرفوا
the British Army and taken to London. There, academics tried to **figure out** what was
كتب
لا احد
written on **it**, but nobody could understand the hieroglyphics. That was, until a researcher
عثر
named Thomas Young **came across** a group of symbols that spelled the name 'Ptolemy'. **His**
اكتشف
work was continued by Jean-François Champollion **who** finally **figured out** how to read the
الغامض
اتاح
نعرف
mysterious text in 1882. Young and Champollion's work allowed us to **work out** exactly
what is written on all the great objects and monuments of Egypt.

Rongorongo

مع ذلك
رغم
جهود
مفككو
الشيفرات
However, despite the best efforts of linguists and code breakers, a number of
غير المفسره
المخطوطات
عدم قابليتها للحل
البارزه
unexplained manuscripts and mysterious languages have proved unsolvable. A notable
الباحثون
الفصح
example is Rongorongo, **which** scholars believe may be a written language from Easter
جزيرة
خشبية
مجسمات
مصنوعة
Island. **It** was found in the 19th century on various wooden objects and is **made up** of
رموز
لمعرفة
محاولات
symbols showing animals, humans and plants. There have been many attempts to **work out**
توصلة
مرتبطا
دورات
what meaning **it** conveys. This suggested that **it** may be related to the cycles of the moon. **It**
على الاطلاق
is also possible that Rongorongo is not written text at all, but is in fact an early kind of
التذكر
أداة
زينه
memory aid or even simply decoration.

Voynich Manuscript

المخطوطه
يعود
Then there's the beautiful Voynich Manuscript, a book **which** has been dated to the
القرن
مكتوبة
مألفه
early 15th century. **It** is thought to be written in a European language-though not a familiar
يحتوي
one- and contains strange pictures of plants and animals. Some researchers have suggested **it**
مزوره
العصور الوسطى
ما تزال
is a fake and **others** a guide to medieval medicine. Because **it** remains so mysterious, **it** has
المعاصره
inspired many contemporary films and books.

Tartaria Tablets

Finally, according to some estimates, the Tartaria Tablets, **which** were unearthed in Romania in 1961, are over 7000 years old. This would make the symbols on these small round discs the earliest known form of writing. As with many messages from the past, opinions differ and even the experts can be sure of almost nothing. One day, someone will almost certainly spell out what these strange messages mean, and where mystery remains, investigation will surely continue.

Read the text and answer the following questions:

1 According to the author, how did Jane get the chimpanzees to trust her?

- a. She talked to them. B. She was relaxed with them. C. They did not know she was there.

2. What were the two most important discoveries that Jane made?

- a. The chimpanzees could talk and make tools.
b. The chimpanzees had fights and disciplined their children.
c. The chimpanzees could use tools and communicate using sign language.

3. What does the author believe might happen if humans could talk to animals?

- a. We would change our minds about how animals communicate.
b. We might learn to communicate like whales and elephants.
c. They might teach us important lessons.

Answers: 1. a 2. c 3. c

4. How does Rosetta Stone help in understanding ancient Egypt civilization?

The Rosetta Stone is crucial because it enabled scholars to decipher Egyptian hieroglyphics. Its inscriptions in Greek, Demotic, and hieroglyphic scripts allowed for the translation of Egyptian texts, greatly advancing our knowledge of ancient Egypt's history, culture, and administration.

5. Quote the sentence which indicates that how long Rosetta stone remained in Egypt.

The Rosetta Stone remained in Egypt for 2000 years.

6. What does the underlined word (it) refer to?

Voynich Manuscript

The next lingua franca

A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language. 1 This was attributed to a mixture of cultural reasons and past government policies. However, language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important.

On the other hand, the situation in other countries is different. 2 The vast majority of students at secondary school learn a foreign language, which is often English. English is now a compulsory subject in many primary schools too. Fluency in a foreign language is highly important for a student's future.

تساعد
قدره
جيده
امتلاك
There are many reasons for this. Firstly, having a good command of a foreign language can help
اتقان
علاوه على ذلك
وظيقتهم
المختار
young people be successful in their chosen career. What's more, proficiency in a different language also
ننسى
لا
توتر
makes travelling less stressful and fun! 3 Finally, we shouldn't forget that when students learn a foreign
يتعلمون
ثقافة
language, they are also learning about the culture of the country or countries where it is spoken. This is a
لتعزيز
great way of promoting global understanding too.

حاسمه
However, is English really as crucial as the large number of students of English would suggest? 4
تعتبر
الناشئة
يبدو
India and China are considered to be the main emerging economies, so it would seem to make sense to study
المحكيه
ستسيطر
one of the main languages spoken in these countries. The question of which languages will dominate the
نتطلع
future is a difficult one to answer. It really depends upon which future we are considering.

ايصال
من السهل
Take the future of business. 5 It is easy to get your message across in a hotel or restaurant in Spanish
التقارير
and French, but neither is as widely spoken or as simple to learn as English. Reports also suggest Arabic and
فيما يتعلق بالسفر
Spanish will be important languages to do business in. As far as travel is concerned, Chinese is the most
معهده
spoken language in the world, but as it is complex, it isn't the ideal lingua franca. 6 Perhaps students are
يضيعون
انتباههم
wasting their time by learning French and German, and should be turning their attention to Mandarin, the
يحولون
عجلة
التواصل
يبدو
most spoken language in the world So, English as a vehicle of international communication would seem to
باقية
be here to stay.

Read the text and answer the following questions:

1. Why are the percentage of adults who can hold a foreign language conversation is too low?
This was attributed to a mixture of cultural reasons and past government policies.
2. What are the most important language that mentioned in the text?
French , Spanish and German
3. Quote the sentence which indicates that the importance of fluency in the future.
Fluency in a foreign language is highly important for a student's future.
4. The writer states many benefits of learning a foreign language. Mention two of them.
Firstly, having a good command of a foreign language can help young people be successful in their chosen career. What's more, proficiency in a different language also makes travelling less stressful and fun!

Poacher: someone who illegally catches animals

ليست مصادفه

رمز

صندوق الطبيعة العالمي

لطيفه

A It's no accident that the symbol of the World Wide Fund for Nature is a giant panda. These animals are cute or beautiful, or both, and of course we all want to save them. This popularity enables organisations such as the WWF to raise money to support a range of critically endangered species. However, less well-known or 'exciting' creatures are far more likely to become extinct because they don't get enough attention from researchers. Invertebrates (animals without a backbone) make up over 90% of all the creatures on Earth, but get only a tiny percentage of the money available to protect our wildlife.

نحافظ عليهم

الشعبية

تمكن

يجمع

لدعم

مهدده

انواع

اقل شهرة

مخلوقات

منقرض

الباحثين

اللافقاريات

تشكل

لحماية

1. The article mentions two qualities for the panda. Write them down.

cute or beautiful

2. How does the WWF protect creatures from being extinct?

By raising money

3. Why are less well-known or 'exciting' creatures far more likely to become extinct ?

Because they don't get enough attention from researchers.

ماذا

عن

المخلوقات

بلاشك

قبيحه

B And what about those creatures that many people would find positively ugly? With its tiny eyes, big mouth and slimy pink body, the blobfish is far from attractive. This marine creature lives deep in the ocean, where the pressure is very high . As a result, it has tiny fins and no skeleton, which keeps it from being crushed by the water pressure. Unfortunately, when fishing boats sweep the ocean floor, looking for other fish and crustaceans, these fish can get swept into the nets accidentally.

جسم وردي لزج

يعيش

الضغط

زعانف صغيره

هيكل عظمي لا

التحطم

لسوء الحظ

تمر القوارب

يبحثون

قشريات

تحتجز

بالخطأ

4. The article mentions many qualities for the blobfish. Write them down.

It has tiny eyes, big mouth and slimy pink body, lives deep in the ocean and has tiny fins and no skeleton.

5. What keeps the blobfish from being crushed by the water pressure? Mention two reasons .

It has tiny fins and no skeleton.

6. When can these fish get swept into the nets accidentally?

when fishing boats sweep the ocean floor, looking for other fish and crustaceans.

يواجه

اكل النمل الحرشفي

ابعد ما يكون مصادفه

هدف

C The threat faced by the pangolin, however, is far from accidental. They are more often targeted by poachers than any other animal in the world. Unique among mammals, it is covered in scales, like a reptile. They may not look very cuddly or cute, but these scales are highly prized in traditional Chinese medicine, which has caused the population of pangolins in China to fall by around 90% since the 1960s. Their scales protect them from their natural predators, but it's simple for a poacher to just pick them up.

صيادين مخالفين

فريد من نوعه

التدنيات

مغطى

حراشف

زواحف

يبدو لا

محبوبا

تغطى باهتمام

التقليدي

الطب

سبب

عدد

المفترسين

7. What is special about the pangolin among mammals?

It is covered in scales, like a reptile

8. What is the reason of the fall in the number of pangolins?

Their scales are highly prized in traditional Chinese medicine.

9. Quote the sentence which indicates to the benefit of the pangolin's scales.

Their scales protect them from their natural predators, but it's simple for a poacher to just pick them up.

D Other creatures become endangered precisely because people find them ugly. Take **the aye** for example. Found only on the island of Madagascar, the aye is the world's largest nocturnal primate. During the day they sleep in nests in the trees, coming out to hunt at night. They are solitary creatures, furry, and unfortunately, the way they look means that they are traditionally considered an omen of bad luck. As a result, they are often killed.

10. Write down the sentence which suggests that some people find some animals not beautiful and want to kill them .

Other creatures become endangered precisely because people find them ugly.

11. Write down three characteristics of the aye.

- During the day they sleep in nests in the trees
- They come out to hunt at night.
- They are solitary creatures and furry.

Emad Abu Alzumar

12. Why don't some people like the aye? Why are the aye often killed ?

They are traditionally considered an omen of bad luck.

13. Since 1978, over 100 Arabian oryxes have been bred in captivity in Jordan.

How could this species be reintroduced to the wild?

The government should ban poachers from killing them.

ANIMAL MYTH قصص خرافية عن الحيوانات

This paragraph :

6. explains that a certain animal suffers from some vision deficiency but otherwise its eyesight is fine
9. gives a specific example of an idiom in the context of the writer's family?

A Criticising my brother's driving is like a red rag to a bull. He'll lose his temper and you'll end up walking instead of getting a lift! The idiom like a red rag to a bull' is a useful way of describing something that is guaranteed to make another person angry, but where does it come from? Well, it's common knowledge that the colour of blood makes bulls angry – that's why a matador's cape is red, right? Wrong: bulls are actually colour-blind, and it is the movement of the cape, and not its colour, that makes them charge at you. This is one of many common myths about the walking, flying, swimming and crawling creatures with whom we share our beautiful planet.

1. What is meant by “ a red rag to a bull” ?

Something that is guaranteed to make someone angry .

2. Why is a matador's cape red ?

Because it is common knowledge that the colour of blood makes bulls angry .

3. What makes bulls charge at you ?

The movement of the cape , and not its colour .

4. What is the common myth about the bulls ?

The movement of the cape , and not its colour that makes bulls charge at you .

This paragraph :

3. reveals that a particular animal's eyesight is more sensitive than is often believed?

10. mentions a feeding behaviour that is often misinterpreted as an attack on a human?

B The idiom ‘as blind as a bat’ is often used to describe someone who can’t find something that’s right in front of them. However, even a thorough search is unlikely to reveal a truly blind bat because in fact, all species in the bat family have eyes and are capable of sight. About 70% of the nocturnal animals use something called echolocation to navigate, but that doesn't mean they can't see. The remaining 30%, mainly the larger species, can see well at night. Another bat myth is that they love human hair. While they are known to occasionally dive towards people at high speed, scientific evidence shows that they are actually hunting insects and are not irresistibly attracted to your beautiful long hair!

1. What is meant by the idiom “ as blind as a bat ” ?

To describe someone who can’t find something that’s right in front of them.

2. Do all species in the bat family have eyes and are capable of sight ?

Yes, they do .

3. What do 70 % and 30 % of the nocturnal animals use to navigate ?

They use echolocation (70 %) . / 30 % of the larger species can see at night .

4. What is the common myths about the bats ?

1. They can’t see at night 2. They love human hair

This paragraph :

4. suggests ancient origins for a particular myth?

8. mentions a myth linked to the desire to avoid being seen by predators?

C The idiom ‘to bury your head in the sand means to ignore a problem in the hope that it will go away. The saying is based on the behavior of ostriches, known for using their beaks to dig holes in which to hide their head from enemies. The only problem is that this is not actually normal ostrich behavior. The myth that the world’s largest birds do this is probably based on the writings of Pliny the Elder. He was a famous Roman naturalist who suggested around two thousand years ago that ostriches imagine, when they have thrust their head and neck into a bush, that the whole of their body is concealed. Considering ostriches are the fastest creatures on two legs and have a kick powerful enough to kill a lion, they are much more likely to run or fight than try to hide.

1. What is meant by the idiom “ to bury your head in the sand ” ?

To ignore a problem in the hope that it will go away .

2. What do ostriches actually do ? What is the common myth about the ostriches ?

They are the fastest creatures on two legs . – They have a kick powerful enough to kill a lion.

They can run , tight but they don't hide . – Myth : They hide their heads from enemies .

This paragraph :

1. contains good news for animals that might be hunted by a particular predator?

5. mentions an important brain function that lasts much longer than commonly thought?

D Moving from underground to underwater, there are several common myths about

marine creatures. Firstly, the idea that fish, and especially goldfish, have a memory of just a few seconds is something people seem to remember, but ought to forget.

Experiments suggest a fish's memory is much better than that, and can be counted in months rather than seconds. Next, sharks and the disturbing idea that these incredible

predators can detect a single drop of blood in the water from miles around. True,

though these often solitary hunters have poor eyesight, they do have a highly

developed sense of smell, with some species able to detect a single drop of blood in about 50 litres of water. However, rather disappointingly (unless you're a fish or

another of the shark's favourite food), their noses are not as sensitive as is generally believed when it comes to blood.

1. What is the common myth about the Goldfish ?

They have a memory of just a few seconds .

2. What is the common myth about the sharks ?

The sharks can detect a single drop of blood in the water from miles around .

3. What is the fact about the Goldfish ?

A fish memory can be counted in months rather than seconds .

4. What is the fact about sharks ?

Their noses are not as sensitive as is generally believed when it comes to blood.

This paragraph :

2. explains why a type of animal is not eaten as some people believe.

7. suggests that a particular truth will be a relief to a lot of people?

E Finally, let's head back to dry land where the insects and invertebrates live. Firstly,

despite the rumors, earthworms do not actually become two separate slimy worms if you split them in half. Only a limited number of earthworm species can survive such

serious injury - only the front half of the worm (where the mouth is located) is able to

feed and so survive. Moving from zero to eight legs, you'll no doubt be relieved and thankful that it's not true that over a lifetime people swallow a large number of spiders during their sleep. While sleeping, we make all kinds of noises and movements that warn spiders of danger and prevent them from becoming unwanted furry snacks. So, armed with that knowledge, I wish you a peaceful night's sleep, and if you are curious to learn more, there are plenty more myths connected to animals that you can read about online.

1. What happens to the earthworm when it is split in halves ?

Only the front half can survive .

2. Why is it unlikely that people swallow spiders in their sleep ?

Because people make all kinds of noises and movements that warn spiders of danger .

UNIT THREE - OLIVER TWIST

BY CHARLES DICKENS

In England during the 1800s, many people came to the cities to work. There were places called workhouses where the poorest people could live, work and eat to make ends meet. But life in the workhouses was not easy, where people somehow managed a subsistence, living day-to-day, huddled together to keep warm.

One night, a woman arrived at a workhouse. She gave birth to a baby but then sadly died.

A nurse called the baby Oliver Twist and he was sent to a house for orphans until he was nine. Then he was sent to a workhouse to work. Oliver was sad to leave the other orphans.

Although the boys lived hand-to-mouth, they had a sense of belonging at the house and looked after each other.

At the workhouse, all the other boys were as malnourished as Oliver. One day, they encouraged Oliver to beg for more food, but this made the managers of the workhouse angry.

Oliver decided to escape to London but had no food and went hungry for days, before he met another boy called Jack Dawkins. He showed Oliver the way to the city. Jack introduced

Oliver to an old man called Fagin, who gave Oliver some food and a bed to sleep on. The next day, Oliver saw many other boys come to Fagin's house. The boys gathered together to give the old man watches and jewellery. Fagin then told Oliver to go into the streets with the other boys and learn from them. Oliver was shocked when he saw the boys take things from

people's pockets. He understood that they were thieves!

Suddenly, a man saw the boys take a handkerchief from his pocket. He shouted at the boys, and as they ran away, a police officer tried to arrest Oliver. But a man, Mr Brownlow, told the police officer that Oliver had not taken anything. Mr Brownlow was worried about the skinny boy and took him back to his house, where the housekeeper looked after Oliver.

When Oliver was better, he was walking along the streets when a woman grabbed him. She took him back to Fagin's. Fagin then asked Oliver to help Mr Sikes with a job in the country. They told Oliver to climb through a small window of a house. When he did so, he was shot. Luckily, he survived. When he was better, he was taken to Mr Brownlow, and was made to feel at home. Mr Brownlow explained that Oliver's mother was a rich woman. But his brother, a man called Monks, knew that Oliver would only get the money if Oliver was an honest person. So he watched Oliver and made sure that he met Jack Dawkins, and then Fagin. In this way, Oliver would never be honest and Monks could keep all the money. At the end of the story, Monks gives Oliver the money that is owed to him and leaves the country. Oliver is adopted by Mr Brownlow, which shows what a kind man he is .

1. Why did many people move to the cities in England during the 1800s?

Many people moved to the cities during the 1800s to find work, as the cities offered more job opportunities during the Industrial Revolution.

2. What was life like in the workhouses?

Life in the workhouses was very hard. People lived day-to-day, were often cold, and had to huddle together to keep warm. They only had a subsistence level of living

3. Why was Oliver sad to leave the house for orphans?

Oliver was sad to leave the orphanage because, although the boys lived hand-to-mouth, they had a sense of belonging and looked after one another

4. What did the other boys encourage Oliver to do at the workhouse?

A) Run away B) Sleep longer C) Beg for more food D) Talk to the manager

5. How did Mr Brownlow react when the police tried to arrest Oliver?

A) He ignored the situation B) He helped the police
C) He told them Oliver was innocent D) He sent Oliver back to the workhouse

6. Why did Monks want Oliver to become dishonest?

A) So he would go to jail B) So he could take all the money himself
C) Because he hated Oliver D) To teach him a lesson

Answer: 4. C 5. C 6. B

CHARLES DICKENS AND THE POOR

مثل نشأ كتاب ناجحين فيما بعد
Like many people who later became successful writers, Charles Dickens grew up in a nice house and received a good education. However, this was to change when he was only 12 years old. In 1824, his father found that he owed people a lot of money and he was sent to prison with Charles's mother. Charles had to stop going to school, live alone and get a job to make ends meet. He worked in a factory, putting labels onto bottles. He was paid very little and lived hand to mouth. He loathed every minute of it.

بالرغم من فترة طويلة سجن لم يبق
Fortunately for Charles, his father did not stay in prison for long. Although Charles's mother wanted him to continue working at the factory, his father disagreed, and Charles went back to school. However, it was his experience at working with other poor people in a factory that made Dickens the compassionate writer he became, aware of the difficult lives many people were living.

القانون بدأ العمل
When he left school, Dickens started off working in the law, but he always loved writing, and soon became a journalist. He started writing stories in magazines, and his stories were very popular. When he was older, Dickens used to live in a part of London where there was a workhouse in the same street. He was aware of the malnourished children who had to live and work in these terrible places. And so he wrote Oliver Twist, about a boy who spent time in a workhouse before living in places in London that were so poor that children had to beg or go hungry. .

قراء مجلة نشرت القصص السابقة
Like his earlier stories, Oliver Twist was published in a magazine, which his readers could read part of every month. His readers were shocked when they learnt that this was not only a story, but based on real events and people in the capital city. Many people did not realise that there were skinny children looking for work and food in London at that time.

اعتقد فقير تعاطف بالتأكيث
Dickens certainly sympathized with the poor, but he also believed that being poor often led to a life of crime. We can see this in the character Fagin in Oliver Twist, who makes poor children work for him as thieves. For Dickens, the best escape from poverty was through education. Dickens did not forget that he had to stop going to school when his father was sent to prison and he later helped to support the so-called

Ragged Schools, where children of the poorest families in the country could feel at home and get a good education.

Dickens was able to help schools like this because in later life, he was a very successful writer. As well as Oliver Twist (1839), Dickens wrote many other famous novels including Nicholas Nickleby (1839), David Copperfield (1850) and Great Expectations (1861). Poor people often feature in Dicken's novels which continue to entertain us today. They are great stories, and are often very funny, making fun of people who think they are important because of their jobs or money. Many of his books have been made into films. Perhaps the most important aspect of his novels, however, is that he shone a light on lives of poverty that were often hidden or ignored at that time.

1. What happened to Charles Dickens when he was 12 years old?

When Charles Dickens was 12, his father was sent to prison for owing money, and Charles had to leave school, live alone, and work in a factory.

2. What kind of job did Dickens do in the factory?

Dickens worked in a factory sticking labels onto bottles. He was paid very little and lived hand to mouth

3. Quote the sentence which indicates How Dickens feel about his time in the factory

He loathed every minute of it and did not enjoy working there.

4. Why did Charles Dickens stop going to school at age 12?

- | | |
|-----------------------------------|------------------------------|
| A) He wanted to become a writer | B) He moved to another city |
| C) His parents wanted him to work | D) His father went to prison |

5. What was Fagin's role in Oliver Twist?

- | | |
|--|-----------------------|
| A) A school teacher | B) A rich businessman |
| C) A man who used poor children as thieves | D) A police officer |

6. What kind of schools did Dickens support later in life?

- | | |
|-------------------------------------|-------------------------|
| A) Expensive private schools | B) Boarding schools |
| C) Ragged Schools for poor children | D) Schools for the rich |

Answers: 4. D 5. C 6. C

How smartphones affect Friendships

كيف تؤثر الهواتف الذكية على الصداقات

Smartphones are a magic tool when it comes to friendship! One of the most obvious benefits is how easy it is to keep in touch with your friends no matter where they are. It's like having your friends right in your pocket!

What's really awesome is all the amazing stuff you can do with your friends on smartphones. These shared experiences not only make existing friendships stronger but also create opportunities for you to make new connections.

And when you need some advice, your friends are just a message away. Whether it's sharing a joke to make someone's day better or listening when they need someone to talk to, smartphones make it easy to support each other.

So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful.

1. How do smartphones help people stay in touch with their friends?

Smartphones make it easy to stay in touch with friends no matter where they are. It's like having your friends right in your pocket.

2. What is one of the most obvious benefits of smartphones in friendship?

One of the most obvious benefits is how easy it is to keep in touch with friends, even from far away.

3. How do smartphones help make friendships stronger?

They allow friends to share fun experiences, communicate easily, and support each other, which strengthens existing friendships

4. According to the text, where are your friends when you use smartphones?

- A) Far away and unreachable
- B) Like they are in your pocket
- C) Lost in social media
- D) Only available on weekends

5. What do smartphones allow people to do when a friend needs help?

- A) Ignore them
- B) Send money
- C) Be there with just a message
- D) Invite them to parties

6. What do shared experiences on smartphones lead to?

- A) Boredom
- B) Distraction from real life
- C) Stronger friendships and new connections
- D) More time alone

7. What is the main message of the passage?

- A) Smartphones are bad for relationships
- B) Technology ruins friendships
- C) Smartphones can strengthen and support friendships
- D) People should stop using smartphones

Answers : 4. B 5. C 6. C 7. C

UNIT FOUR

NEW HOTEL IS JUST WHAT THE AREA

المطورين لبناء
When developers released a statement that they were going to build a luxury new hotel at the local beach, everyone in the town was very excited. (C) **There have been talks for years about opportunities for new developments, but they never seem to happen.**

مستمعين فرص
We all have to seize the opportunity and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach. The developers have promised a new road with wide pavements to and from the beach and a replacement of the sad old beach restaurants which have been there for years.

ارصفه استبدال
We have asked for such development for years and I'm so happy that the developers have come up with a solution to help local people. (F) **Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive.**

مثل طلبنا
I was very surprised to hear that there are protesters who are against the plan. Just last week, some activists tried to stop lorries from entering the beach to start building work, and I reported the incident to the police. (B) **Everyone has the right to protest, but such obstruction is illegal.**

حل المحليين عمال محليين
There has even been an accusation that I'm working to promote the hotel company,' but this is not true. We must remember that the hotel will solve many of the problems in our area, and I support it one 100%.

1. What has the town been waiting for over the years?

"There have been talks for years about opportunities for new developments, but they never seem to happen."

2. What improvements to the beach area did the developers promise?

"The developers have promised a new road with wide pavements to and from the beach and a replacement of the sad old beach restaurants which have been there for years."

3. Why is the writer happy about the hotel project?

"We have asked for such development for years and I'm so happy that the developers have come up with a solution to help local people."

4. What did the activists do to protest the hotel project

- A) Spoke at a town hall meeting
- B) Tried to stop the lorry.
- C) Wrote a newspaper article
- D) Closed old restaurants

5. What did the writer do after the protest incident?

- A) Ignored it
- B) Spoke to the developers
- C) Reported it to the police
- D) Joined the protest

6. What is the writer's final opinion about the hotel project?

- A) It should be stopped
- B) It's harmful to the environment
- C) It will help solve many problems in the area
- D) It only benefits tourists

Answers: 4. B 5. C 6. C

NEW HOTEL, BUT NO NEW HOPE FOR LOCALS

When we first received information about a new hotel at our local beach, many local people were pleased ^{واعتقدوا} and thought that the development could give us job security. (G) **But when I put in a request to find out more about the developers on the internet, I quickly changed my mind.** It is very clear that the hotel is an international company and in all its branches, it employs an international staff. It also uses the same building contractors for all its hotels, and none of them are from our area.

In addition, the developers plan to replace the traditional restaurants which have been on the beach for years with new, upmarket restaurants, also with their own staff. These restaurants will be too expensive for most people in our neighbourhood. (C) **There have been talks for years about opportunities for new developments, but they never seem to happen.**

My investigation also revealed a plan to build several new roads to the beach which will affect bird and animal life in a sensitive nature area. I am not an activist and I refute the allegation that I tried to obstruct building work last week. (F) **Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive.** I plan to join the other protesters who want a suspension of the building work until we know exactly how many jobs will go to local people. Tension will also continue until the plans for new roads are moved away from the sensitive nature areas.

1.What opportunity does the writer think the hotel project provides?

“We all have to seize the opportunity and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach.”

2.How will tourism benefit from the new hotel?

“There are sure to be other jobs in tourism when the hotel guests start to arrive.”

3.10. What does the writer believe the hotel will solve?

“We must remember that the hotel will solve many of the problems in our area, and I support it 100%.”

4.Why was the town excited about the hotel project?

- A) Because the beach would be closed
B) Because they wanted more restaurants
C) Because the hotel would bring work and improvements
D) Because they didn't want tourists

5.Who will benefit most from the hotel in terms of jobs?

- A) Tourists
B) Local people
C) Protesters
D) Lorry drivers only

6.What did the activists do to protest the hotel?

- A) Sent a letter
B) Tried to stop the lorries
C) Made a speech at school
D) Talked to the mayor

Answers: 4. C 5. B 6. B

زاوية

The last time I visited my grandfather, he was singing along to the old radio he still has in the corner of his kitchen. It struck me that I hadn't intentionally sat down and listened to the radio for as long as I could remember. When I asked my friends about their listening habits the following weekend, they all confirmed the same thing. None of us ever listens to the radio, unless we happen to hear it at our grandparents' or when passing a building site!

as a source of music and information, it seems that radio is out of date in the eyes (or more appropriately, the ears) of the digital generation. Statistics support this anecdotal evidence. They reveal that we are abandoning radio in huge numbers. Major radio stations seem to be satisfied with keeping their older audience happy. Conversely, streaming services now account for over 50% of millennials' daily listening. It should come as no surprise that those aged 15 to 19 do nearly half their listening on smartphones. Never has it been easier to choose your own music, or to take it with you wherever you go. In fact, I have to wonder why anyone would want to listen to someone else's selection when it's so easy to create your own playlists. If you do this, you never have to listen to music you don't like. Plus, if you pay for your streaming service, you also eliminate the annoying adverts that invade your headspace constantly on many commercial stations.

If I'm relaxing, I usually choose to watch rather than listen. This means I look online, and never check the radio. If I'm working, the last thing I want is an enthusiastic DJ talking nonsense, followed by a song I don't like, and then another three minutes of boring adverts. No, I'm afraid I can only conclude that radio is practically dead and gone.

1.How did the writer's friends respond when asked about their radio listening habits?

They all confirmed that they never really listen to the radio unless they happen to hear it at their grandparents' houses or while passing building sites.

2.Why does the writer prefer streaming services over traditional radio?

Because streaming allows users to choose their own music, avoid songs they dislike, skip ads (if paid), and listen anytime, anywhere.

3.What is the writer's conclusion about the state of radio today?

Answer: He concludes that radio is practically "dead and gone," especially among the digital generation who prefer more personalized and convenient ways of listening to music.

4.According to statistics, what percentage of millennials' daily listening now comes from streaming services?

A) Less than 20% B) About 30% C) Over 50% D) Around 75%

5. What does the writer dislike about listening to the radio while working?

A) It makes him sleepy

B) It only plays classical music

C) It includes annoying DJs and too many ads

D) It requires an internet connection

Answers : 4. C 5. C

هو لغز كلي بالنسبة لي

The fact that anyone under the age of 40 would tune in at all is a total enigma to me. Just a few minutes ago, the digital receiver in the living room switched itself off automatically. After being into plunged silence, I realized that as usual, I'd been half-listening to the radio for the last eight hours. This happens a lot in our house. My dad switches the news on first thing in the morning and the station ends up playing all day long.

To be honest, I enjoy the noise and music: home wouldn't be home without it.

Radio has been around forever and despite recent allegations in printed media that it is dying, there is evidence to suggest it is very much alive. According to research, 89% of people over the age of 15 listened to the radio every week in 2022. The medium is also moving with the times and over half of all listeners now tune in digitally, whether at home, in the car or on the move. You can even 'watch' your favourite radio shows via live feeds online.

Sure, there are streaming services and with them access to more music than you could possibly listen to in a lifetime. While I don't claim to speak for all young people, I'm quietly confident that most of us don't want to have to choose our own music all the time.

This is especially true when we are busy studying, exercising, cooking or whatever else we do with music in the background. In fact, radio is a great way to discover new songs, artists and even styles of music that you might never think to search for yourself. Let's not forget that radio is also much more than just music. There's news, sports, discussion, interviews, factual shows and a whole lot more besides. Radio is here to stay so turn on, tune in, and listen up!

1.What role does radio play in the writer's household?
 "This happens a lot in our house. My dad switches the news on first thing in the morning and the station ends up playing all day long."

2.What does the writer say about printed media's opinion on radio?
 "Despite recent allegations in printed media that it is dying, there is evidence to suggest it is very much alive."

3.How does the writer support the claim that radio is still alive?
 "According to research, 89% of people over the age of 15 listened to the radio every week in 2022."

4.What percentage of listeners now tune in digitally?
 A) Less than half B) Almost none C) Over half D) All listeners

5.What other types of content does radio offer besides music?
 A) Games and drama B) News, sports, and factual shows C) Only pop music D) Only ads

Answers : 4. C 5. C

UNIT SIX

Living small

How much living space do we really need? كم مساحة السكن التي نحتاجها بالفعل؟ العيش في مساحة صغيرة

A Could you live in a home that is only 37 square metres in size? That is the size of a so-called ‘tiny home’, which has become a big craze in some parts of the world, giving rise to a new social trend: the ‘tiny house movement’. These **compact** properties have become more popular as people recognize the benefits of ‘living small’. For some, it’s the only way to afford a home, but for others it’s a lifestyle choice, offering a way of living more ecologically and less wastefully. Living in a small space means that you have to **get rid of** your **excess** possessions. It also forces you to go out and engage with the rest of the world.

B Living small requires careful planning and who better to turn to for inspiration than the Japanese, the masters in the art of saving space. In **densely populated** cities like Tokyo, many people live in apartments smaller than ten square metres. They have managed to come up with **ingenious** space-saving solutions to make the apartments feel less **cramped**, such as the use of deep wardrobes and cupboards for storage. In this way, bedding can be folded and put away every day, allowing the room to be used for purposes other than sleeping. Another method is the use of sliding doors which can divide the room into different living areas when required.

C Living in a compact home might work for one, or even two people, but what about when you are obliged to compete for space with several others? This is a question being investigated by a NASA-funded Mars simulation experiment. A ‘habitat’ has been located on the slopes of a volcano in the Pacific Ocean, and **its** goal is to understand how people can successfully live and work together on trips into space. Six crew members share a space which is 11 metres in diameter, i.e. the size of **a medium-sized**, one-bedroom apartment. They each have their own personal space, big enough for a tiny bed and chair. They are not permitted to leave the capsule unless they are wearing a spacesuit. There have been five ‘missions’ so far, lasting between six and 12 months. The experiment shows that although some privacy is essential, people in **confined** spaces get on better when they spend more time together rather than retreating to their own private or personal space.

D Professor Ellen Pader from the University of Massachusetts, who has published research on the impact of space on relationships, believes a major benefit of sharing space with others is that you learn respect for other people, and you also learn to negotiate with people, instead of just withdrawing when things get difficult. In many western countries, there is an assumption that we all need privacy, but this is not a universally shared belief. In Mexico, for example, according to Pader's research, people often prefer to share bedrooms and bathrooms because being alone feels like a **punishment**.

E So why is living space important? We need to get the right balance between having enough of it to allow some privacy, but not so much that we no longer interact with others.

1. The writer mentioned many benefits of living small. Write them down.

For some, it's the only way to afford a home, but for others it's a lifestyle choice, offering a way of living more ecologically and less wastefully. Living in a small space means that you have to get rid of your excess possessions. It also forces you to go out and engage with the rest of the world.

2. According to the text, what are the ways / methods to make the house less cramped?

The use of deep wardrobes and cupboards for storage. In this way, bedding can be folded and put away every day, allowing the room to be used for purposes other than sleeping. Another method is the use of sliding doors which can divide the room into different living areas when required.

3. What are the results of NASA- funded Mars simulation experiment?

The experiment shows that although some privacy is essential, people in confined spaces get on better when they spend more time together rather than retreating to their own private or personal space.

4. According to professor Ellen Pader research, what is the impact of space on relationships?

A major benefit of sharing space with others is that you learn respect for other people, and you also learn to negotiate with people, instead of just withdrawing when things get difficult.

5. What does the underlined pronoun (its) refer to?

NASA-funded Mars simulation experiment

6. Quote the sentence which indicates that living in a small house helps people to communicate with the world.

It also forces you to go out and engage with the rest of the world.

7. What is the main reason some people choose to live in tiny homes?

- A) To travel more easily B) To avoid modern technology
C) To live more ecologically and affordably D) To live in remote mountain areas

8. What does the passage suggest about Japanese space-saving designs?

- A) They avoid using storage
B) They involve using two-bedroom apartments
C) They include clever solutions like deep cupboards and sliding doors
D) They focus mostly on decorating walls

9. What is the purpose of the Mars simulation experiment mentioned in the passage?

- A) To train astronauts in repairing equipment B) To study how people cope in tiny homes on Earth
C) To understand how people can live and work together in space D) To build a real base on the Moon

10. According to Professor Ellen Pader, what is a benefit of sharing space?

- A) It makes people more creative B) It helps people learn respect and negotiation
C) It reduces physical exercise D) It improves memory and focus

Answers: 7. C 8. C 9. C 10. B

UNIT SEVEN

A - MOVING MOUNTAINS حركة الجبال

As a teenager, the sight of Mount Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it. Finally in 2014, at the age of 62, Vern finally realised his dream while accompanied by his daughters and their husbands. However, he was all too aware that he couldn't have succeeded without the help of the guides. 1 These young men, who are often ill-equipped themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals. Vern's response was to found Kili Summit Club which raises money to help the guides from the proceeds of mountain gear sales. They receive footwear and equipment to help them with their work, as well as commission from sales, allowing climbers to support them long after their adventure is over.

B - KINDNESS IS AS EASY AS PIE اللطافة سهلة كالفاطير

In the Autumn of 2012, Lisa Ludwinski started her business from her parents' kitchen when she made and sold 40 pies. The reaction to them was so positive that she kept going. What followed was an industrious few years. Lisa took a business class, took on an intern and raised money for her own bakery in Detroit, Michigan. She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open Sister Pie in April, 2015. Integral to Lisa's business philosophy is making Sister Pie a part of the community. Due to this, she operates a 'Pie it Forward' system where customers can purchase a coupon. 2 This is then kept on the wall and can be used by strangers, who may not have enough money, to enjoy a slice of the delicious pies.

C - THE MILK OF HUMAN KINDNESS اثر اللطف البشري

In 2015, Tracy Warshal was in the queue at a busy shop during the holiday season when the man in front of her realised he'd forgotten his wallet. 3 Tracy paid for the stranger's milk and other items, and after thanking her and asking her name, he was on his way. She thought no more of it until a month later when she was contacted by colleagues at the cancer charity where she worked. They told her that the man, who wished to remain anonymous, wanted to donate \$10,000 to the foundation in her name. As she was wearing a T-shirt with the charity's name on it at the shop, he was able to track her down. She told reporters, 'I'm just so excited that one small gesture made a huge difference and impact on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

Read the text and answer the following questions:

1. Why did Vern Jones found the Kili Summit Club?

- A) To become a mountain guide himself
B) To provide climbing lessons
C) To help support mountain guides after his own climb
D) To sell climbing books

2. What helped Lisa Ludwinski raise enough money to open her bakery?

- A) A government loan
B) A prize from a baking contest
C) A 24-hour fundraising activity
D) Donations from customers

3. What is the 'Pie it Forward' system?

- A) A delivery service
B) A customer loyalty program
C) A system that allows people to pay for others' pies
D) A way to collect old recipes

4. Why did the man Tracy helped choose to donate to the cancer charity?

- A) He read about it in the news
B) He used to work there
C) He asked Tracy for details
D) He saw the charity's name on her T-shirt

5. What emotion did Tracy express about the result of her small act of kindness?

- A) Frustration
B) Embarrassment
C) Excitement
D) Regret

Answers: 1. C 2. C 3. C 4. C 5. D

6. What made Vern Jones want to climb Mount Kilimanjaro?

"The sight of Mount Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it".

7. How are the mountain guides described in Vern Jones's story?

"These young men, who are often ill-equipped themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals".

8. What is the philosophy in Lisa Ludwinski's business?

"Integral to Lisa's business philosophy is making Sister Pie a part of the community".

9. How did Tracy Warshal's small gesture end up having a big impact?

"One small gesture made a huge difference and impact on a lot of people".

10. What hope did Tracy express after the donation was made in her name?

"I hope it makes some people think twice about doing something small to somebody."

GETTING YOUR MESSAGE ACROSS

Emad Abu Alzumar

جمعية

A Some people say you need a lot of money in order to help a charity, and if they don't have this, they do nothing. Having money is important, but in reality all you need is determination and a little time.

الحصول

في الحقيقة

تصميم

I've been trying to persuade people in my community to help an environmental charity by donating

يقنع

مجتمع

بيئي

just a few coins each week. At first people were not keen, but my persistence has paid off and now a

عملات

ليس حريص

اصرار

اثمر

lot of people give me a little money – and that is really helping the charity.

في الحقيقة

بالنسبة لي

واضح

B As far as I'm concerned, social media is the obvious way to get your message across. All you need

تدفع ل

اتصال

to do is to pay for a good Internet connection which most people have anyway these days. On a more

مستوى شخصي

اراء

يدعم

حملة

personal level, I let my friends know my views on social networks and I would support a campaign to protect animal rights.

حماية حقوق الحيوان

انضم شواطئ
C Last year, I joined a group that wanted to clean up one of the beaches near Aqaba, where I live. It is
 سياح قمامة
 very popular with tourists who often leave litter there. I used to go to the beach every weekend and
 يلتقط مجاناً ادرك متطوعين لا يحل
 pick up the litter, all for free! I soon realised that volunteering like this helped but didn't solve the
 الطريقة الوحيدة مواقف شجع مجلس
 problem. The only way is to change tourists' attitudes to litter. We have encouraged the council to put
 صناديق القمامة يذكر اشارات
 more litter bins around the beaches as well as signs reminding people not to litter in English and Arabic.

Read the text and answer the following questions:

1. How did social media help the writer in paragraph B share their views

Social media allowed the writer to easily communicate their views with friends and support campaigns for causes like animal rights.

2. What solutions did the group in paragraph C suggest to prevent littering

They suggested putting more litter bins and signs in both English and Arabic to remind people not to litter.

3. What kind of campaign would the writer in paragraph B support?

- A. A political campaign B. A campaign to build new roads
 C. A campaign to protect animal rights D. A campaign to ban social media

4. What did the group in paragraph C encourage the council to do?

- A. Close the beach B. Arrest tourists
 C. Put more litter bins and signs D. Provide free food

Answers: 3. C 4. C

UNIT EIGHT

Virtual reality: Walking in someone else's shoes الواقع الافتراضي: ان تكون مكان شخص آخر

الكثير
 The doors shut with a thud behind me as I walk into the shopping centre. Immediately, there's a buzz of
 اغلقت خلفي
 noise. I can hear two or three different types of music being played in various shops. A woman walks past
 مختلفه انواع متاجر
 me, carrying lots of shopping bags. I can hear the sound of them rubbing against each other. I try to shrug it
 تحمل حقايب تحنك ببعضها اتجاهلها
 off, but it's made me feel a bit more anxious. The lights are too bright. A man is shaking a pot full of coins –
 جعلتني بالقلق ساطعه الاضواء يهز
 I think he's collecting money for charity. It's really loud. I carry through the shopping centre. I can smell
 يجمع عال اشم
 fried food. I **bump into** a friend, but I can't stop to talk to her because it's all so overwhelming. I need to
 صادفت مرهق جداً
calm down. I need to get out of here. اخرج احتاج الهدوء

اضطراب طيف التوحد
 This is a description of what it might feel like for some people with ASD (autism spectrum disorder) to go to
 وصف ما يشعر
 a shopping centre. While people's experiences vary a lot, one of the key issues for many individuals with
 التجارب تختلف القضايا الأفراد
 autism is a hypersensitivity to sights, sounds, smells and tastes, which can make a simple activity, such as
 التوحد فرط الاحساس المشاهد الاصوات الروائح الانواق نشاط
 going shopping extremely stressful. Some people are able to cope with this kind of sensory overload
 المفرط الحسي التعامل مقلق
 reasonably well, though the stress might **eat way at** them inside. But for others, they **end up** having a
 معقول ياكلهم من الداخل ينتهي بهم
 meltdown – in other words, they get upset or angry. This can make it difficult to **fit in** with or to keep
 الانهيار يجعل يغضب يزعج التكيف
 friends because other people just don't understand the pressure that has led the person with autism to act in
 التوحد قاد الضغوط لا يفهمون
 this way. It can also lead to people with autism having problems at school or with **holding down** a job, as
 الاحتفاظ مشاكل
 they may come across as unreliable or bad-tempered.
 غير موثوقين مزاج سيء
 In order to help people understand what it's like to have autism, could Virtual Reality (VR) help? Virtual
 من اجل لفهم هل الواقع الافتراضي
 Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel
 محاكاة لتجربة ما تشعرك
 almost exactly like really being in that situation. According to Chris Milk in his TED talk, Virtual Reality
 تقريبا الموقف كانك حقاً مثل
 connects humans to other humans in a way which can change people's perceptions of each other. Perhaps in
 تربط تصورات تغيير في طريقه
 response to such ideas, the National Autistic Society has developed a VR experience to help people
 تجربة طورت الجمعية الوطنية للتوحد
 understand what sensory overload feels like. People can watch the video using special 3D glasses, which
 الفهم ما الحسي الافراط
 take them more fully into the experience. So far, it has had six million views, and the comments certainly
 تاخذهم حتى الان مشاهدة
 indicate that it's having a powerful effect.
 تشير الى تأثير قوي لها
 The potential impact of VR in helping us to understand one another and the world around us is exciting. For
 المددش حولنا بعضنا لفهم يساعدنا
 example, some people **went through** the virtual experience of chopping down a tree. Afterwards, the
 خاضوا قطع بعد ذلك
 researcher 'accidentally' spilt his drink and those people who had been 'chopping down trees' reached for
 الباحث اسكب متعمدا
 fewer paper napkins, suggesting that their experience had subconsciously encouraged them to stop wasting
 المناديل متوقعا التجربة لا شعوريا شجعتهم على توقف الاسراف
 paper.
 فوضوا نخلعها نعود
 VR has also been used to give people the experience of being disabled, or being in a flood. But can these
 استخدم لمنح تجربة الاعاقه التواجد في فيضان
 experiences really help us to walk in someone else's shoes? A major difference between simulated and
 حقاً ساعدنا لنعيش دور شخص ما الفرق المحاكاة
 actual experiences is that we volunteer to put on the VR headset. We can **break off** at any time and go back
 التجارب الفعلية لوضع نخلعها
 to our normal lives, whereas the people whose lives we're experiencing don't have that luxury. And, while
 العادية بينما الذين نجرب الرفاهية تلك لديهم ليس
 we can experience the sounds and sights of a flood, we don't **come up against** the same difficulties.
 نجرب اصوات مشاهد نمر بنفس الصعوبات

Read the text and answer the following questions:

1. What is one of the main challenges for people with autism in public places

- A) Lack of money B) Not enough staff support
C) Hypersensitivity to sensory input D) Poor sense of direction

2. What can happen when someone with autism experiences sensory overload

- A) They always remain calm B) They become physically ill
C) They enjoy it D) They may have a meltdown

3. What is Virtual Reality described as in the text?

- A) A medical treatment B) A type of video game
C) A computer-generated simulation of an experience D) An online social media platform

4. What organization created a VR experience about autism?

- A) The World Health Organization B) National Autistic Society
C) UNICEF D) Autism Awareness UK

5. What was one result of the VR experience about tree-cutting?

- A) People started planting more trees B) People donated more money to charities
C) People used fewer paper napkins D) People stopped eating fast food

Answers: 1.C 2. D 3.C 4. B 5. C

6. Why might a shopping centre visit be overwhelming for someone with ASD?

“Because of hypersensitivity to sights, sounds, smells and tastes, which can make a simple activity, such as going shopping, extremely stressful”.

7. How can meltdowns affect people with autism in their social and professional life?

“It can make it difficult to fit in with or to keep friends... It can also lead to people with autism having problems at school or with holding down a job”.

8. What effect did the National Autistic Society's VR video have on viewers?

“It has had six million views, and the comments certainly indicate that it's having a powerful effect”.

9. What is a limitation of VR in helping people truly understand others' experiences?

“We can break off at any time and go back to our normal lives, whereas the people whose lives we're experiencing don't have that luxury”.

10. How does VR potentially influence behavior?

“Their experience had subconsciously encouraged them to stop wasting paper.”

UNIT NINE

A. Indonesian teenager, Aldi Adilang, is only 19, but he has already gone through the ordeal of being lost at sea an incredible three times! The first two times he got off relatively lightly; he was drifting for a week, and the second time for two days. Those experiences sound terrifying enough, but on the third occasion he was alone in the ocean for 49 long days .

F. From when he was 16 years old, Aldi had spent weeks at a time working on a fishing trap, known as a rompong, a kind of hut which floats in the middle of the sea, but is attached to the seabed with a rope. Every night he would light lamps to attract the fish to his nets. It was a lonely kind of life.

E. This day had started just like any other, until the rope attaching his rompong to the bottom of the sea broke and, already far from the coast, he started to drift even further away. At first, he wasn't too worried. He took it for granted that sooner or later his boss would come and rescue him, as he had done before. Aldi had a week's supply of food. He was sure it would all be fine.

B. But after a week his supplies ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he had no choice but to drink sea water. However, he filtered the sea water through his clothes to reduce the amount of salt. This must have done the trick because he survived for four days until it rained and he was able to collect some rainwater.

G. His survival skills were keeping him alive, but he was starting to wonder if he would ever be rescued. He saw more than ten ships sail past him, but none of them seemed to have a clue that he was there. After a few weeks, he thought he had at last got his lucky break when he managed to talk to the captain of an Indonesian ship by walkie-talkie. The captain promised he would pick him up once they had finished work for the day. Heartbreakingly, Aldi never saw the ship again.

C. After this setback, he really started to worry. To try and take his mind off his situation he sang and read. However, the isolation took its toll on him. He admitted that he almost gave up hope, but the thought of seeing his parents again kept him going.

H. In the end, after 49 days, he saw a ship, *The Arpeggio*. Desperate to make himself understood he used the few words of English he knew over the radio: 'Help! Help!' The ship turned around to pick him up. The boat was heading for Japan, so they took him with them. Finally, the Indonesian embassy collected him and flew him home, almost two months after his ordeal had begun.

D. Safely back home with his family, Aldi considered his options. His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month. However, having found himself drifting three times since he started the job aged 16, he and his family decided it simply wasn't worth the risk. From now on, he'll be staying firmly on dry land.

Read the text and answer the following questions:

What challenges did Aldi face during his time lost at sea, and how did he survive?

Aldi faced many challenges, including running out of food and water, isolation, and not being noticed by passing ships. He survived by catching fish, using parts of his hut to cook, filtering sea water through his clothes, and collecting rainwater. His survival skills and the hope of seeing his parents again kept him going.

2. Describe what Aldi was working while on the rompong.

Aldi lived a lonely life on the rompong, which was a floating fishing hut in the middle of the sea. He worked alone lighting lamps to attract fish every night. It was a difficult and isolated lifestyle, and he spent weeks away from his family.

3. Why did Aldi and his family decide he should stop working on the sea?

Although the job paid relatively well compared to their living conditions, Aldi and his family decided it wasn't worth the risk after he had drifted out to sea three times. The dangers were too high, so they agreed he should stay on land from now on.

4. How did Aldi finally get rescued, and what happened after that?

After 49 days, Aldi saw a ship called The Arpeggio. He used the little English he knew to call for help over the radio. The ship turned back and rescued him. It was heading to Japan, and later, the Indonesian embassy arranged for him to fly home.

5. Quote the sentences which indicates that the life of his family was very difficult.

His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month

6. How many times did Aldi drift out to sea before the 49-day ordeal?

A. Once B. Twice C. Three times D. Four times

7. What did Aldi use to make fire while stranded?

A. A lighter B. Matches he kept C. Parts of his wooden hut D. Solar panels

8. Why did Aldi drink sea water?

A. He liked the taste
B. He didn't know it was dangerous
C. He had no choice and tried to reduce the salt by filtering it
D. He thought it had minerals

9. What was the name of the ship that finally rescued Aldi?

A. The Rompong B. The Liberty C. The Arpeggio D. The Guardian

Answers: 6. B 7. C 8. C 9. C

GETTING YOUR MESSAGE ACROSS

إيصال رسالتك

Have you ever supported a social issue?

هل سبق لك أن دعمت قضية اجتماعية؟

We asked three people to tell us what they think about the different ways people make themselves heard.

لقد طلبنا من ثلاثة أشخاص أن يخبرونا برأيهم في الطرق المختلفة التي يجعل بها الناس أنفسهم مسموعين

This person believes you don't need a lot of money to campaign for change?

A Some people say you need a lot of money in order to help a charity, and if they don't have this, they do nothing. Having money is important, but in reality all you need is determination and a little time. I've been trying to persuade people in my community to help an environmental charity by donating just a few coins each week. At first people were not keen, but my persistence has paid off and now a lot of people give me a little money – and that is really helping the charity.

أ. يقول بعض الناس أنك بحاجة إلى الكثير من المال لمساعدة مؤسسة خيرية، وإذا لم يكن لديهم مال، فلن يفعلوا شيئاً. إن الحصول على المال أمر مهم، ولكن في الواقع كل ما تحتاجه هو التصميم والقليل من الوقت. لقد كنت أحاول إقناع الناس في مجتمعي بمساعدة مؤسسة خيرية بيئية من خلال التبرع ببضع عملات معدنية فقط كل أسبوع. في البداية لم يكن الناس حريصين، لكن إصراري أتى بثماره والآن يمنحني الكثير من الناس القليل من المال – وهذا يساعد المؤسسة الخيرية حقاً

This person has used social media to try and get changes made?

B As far as I'm concerned, social media is the obvious way to get your message across. All you need to do is to pay for a good Internet connection which most people have anyway these days. On a more personal level, I let my friends know my views on social networks and I would support a campaign to protect animal rights.

ب. بالنسبة لي، وسائل التواصل الاجتماعي هي الطريقة الواضحة لتوصيل رسالتك. كل ما عليك فعله هو الدفع مقابل اتصال جيد بالإنترنت يتمتع به معظم الأشخاص على أي حال هذه الأيام. وعلى مستوى شخصي أكثر، أخبر أصدقائي بأرائي على شبكات التواصل الاجتماعي وسأدعم حملة لحماية حقوق الحيوان

This person realised what they were doing wasn't effective?

C Last year, I joined a group that wanted to clean up one of the beaches near Aqaba, where I live. It is very popular with tourists who often leave litter there. I used to go to the beach every weekend and pick up the litter, all for free! I soon realised that volunteering like this helped but didn't solve the problem. The only way is to change tourists' attitudes to litter. We have encouraged the council to put more litter bins around the beaches as well as signs reminding people not to litter in English and Arabic.

ج. في العام الماضي، انضمت إلى مجموعة أرادت تنظيف أحد الشواطئ القريبة من العقبة، حيث أعيش. تحظى بشعبية كبيرة لدى السياح الذين غالباً ما يتركون القمامة هناك. كنت أذهب إلى الشاطئ في نهاية كل أسبوع وألتقط القمامة بدون مقابل! وسرعان ما أدركت أن مثل هذا العمل التطوعي ساعد ولكن لم يحل المشكلة. الطريقة الوحيدة هي تغيير مواقف السائحين تجاه القمامة. لقد شجعنا المجلس على وضع المزيد من صناديق القمامة حول الشواطئ بالإضافة إلى لافتات تذكر الناس بعدم رمي القمامة باللغتين الإنجليزية والعربية.

1. Which of the people do you agree with most? Say why.

2. Which of the issues do you think is the most important? Say why.

3. Some people think the social issues we are concerned about change as we get older. Do you agree? Say why.

Free Writing

1. essay

2. composition

3. Article

يمنع استخدام الضمير (I) عند كتابة (article) لانك تريد ان تكتب رأي الناس وليس رايتك في البداية

Discursive essay المقالة النقاشية (إيجابيات وسلبيات) – وجهات نظر	Descriptive essay (المقالة الوصفية أو التصويرية)
<p>1. Write an essay <u>discussing</u> the - advantages and disadvantages - negatives and positives - The importance of / The necessity of Suggesting solutions , ways , methods ,etc.</p> <p><u>Title</u></p> <p><u>Introduction :</u> General statement (questions) write الجملة الرئيسية من السؤال قبل كلمة write Thesis statement write جملة الموضوع من السؤال بعد كلمة write اكتب رأي الناس أو الرأي بوجهتي النظر وليس رأيك</p> <p><u>Body</u> ثلاث أو أربع فقرات تناقش الجانبين (الإيجابيات والسلبيات) اسباب ونتائج</p> <p>1- advantages----- ----- -----</p> <p>2- disadvantages----- ----- -----</p> <p>conclusion----- (summery – your opinion – some advice) ----- -----</p>	<p>1. Write an essay <u>describing</u> ----- (an event – a holiday – after school – the diseases School – accidents - people – 1st day at worketc</p> <p>1. استخدم الزمن في المستقبل 2. استخدم كلمة will في الجمل 3. تكلم عن التجارب والعواطف (experiences and emotions) 4. يجب كتابة رأيك في المقدمة (personal viewpoint) 5. Body - يتكلم عن وصف وتنبؤات في المستقبل مع كلمة will 6. استخدم الأدوات البلاغية مثل : Like / as -----as / metaphore / onomatopoea 7. استخدم كلمات الشعور مثل : Seem – sound – look – feel 8. اكتب ملخص ورأيك (summery and opinion) 9. كتابة رأيك في بداية الموضوع وليس الرأي العام</p>

1. كتابة العنوان في وسط السطر ووضع خط تحته
2. الاهتمام بانمط والشكل الرئيسي للتعبير form وهو مقدمة وعرض وخاتمة ويفضل البدء بسؤال أو سؤالين
3. اترك فراغ في بداية كل فقرة indentation
4. ابدأ بحرف كبير Capital letter وبعد كل نقطة أو علامة سؤال أو علامة تعجب واستخدم علامات الترقيم وانتبه لترتيب الجملة (S + V + O)
5. ابدأ الموضوع بالجملة الرئيسية أو الجملة العامة وعادة تشد ذهن القارئ - general statement
6. بعد الجملة الرئيسية ضع جملة الموضوع وعادة في المقالة النقاشية تكون رأي الناس اما التصويرية فتكون رأيك - Thesis statement
7. لا تستخدم اي ترقيم أو تعداد في التعبير 1. 2. 3.
8. لا تستخدم الاختصارات ابدأ ولكن استخدم الافعال كاملة He is / They have / I am / We are
9. استخدم ادوات الربط المناسبة Linking words
10. اكتب بلغة رسمية وتجنب وانتبه عند النفي ان تضع كلمة (not) لوحدها بدون ان تكون مع الفعل المساعد
11. استخدم ازمنا سهلة ولا تستخدم اكثر من زمن وعادة استخدم المضارع البسيط Present Simple
12. تجنب الاخطاء الاملائية والقواعدية
13. لا تكرر الكلمات والافكار وادوات الربط
14. ابتعد عن القوالب الجاهزة لموضوع التعبير
15. لا تتفلسف كثير وتكتب اسمك أو توقيعك أو اي اشارات تدل عليك
16. في جسم الموضوع أو Body تقيد بما كتبت وتكلمت عنه في المقدمة لكي يكون الموضوع مترابط
17. حاول ان تستخدم المبني للمجهول Passive لتعطي لموضوعك قوة وتمكن
18. استخدم كلمات الوظائف اللغوية Language functions التي تدل على السبب والنتيجة والتناقض والاضافة (reason - result – opposition)
19. يجب ان يكون الموضوع منظم ليعطي تناسق للافكار ومنطقية بالكتابة ووضوح (clarity and coherence)
20. استخدم ما تعلمته من هذه السنة من قواعد وكلمات وافكار ومصطلحات
21. يجب ذكر الشيء المراد الكتابة عنه مثلا : (In this essay , In this article , In this report ,)
22. اترك بين كل فقرة وفقرة فراغ space

Advantages الايجابيات	Disadvantages السلبيات
<p>Think positively – positive – dealing with this subject wisely - Try hard – increase awareness – develop skills – useful – beneficial – exciting – develop abilities – effective – comfortable – important – safe – great – attractive – interesting educational – save time and effort - careful convenient – more pleasant – stimulates do research , practice ----- , keep in touch with ----</p>	<p>unsafe – starange – dangerous – expensive – boring – bad – noisy – serious – annoying – discouraging - invonvenient – waste time and effort – uncomfortable takes a lot of time It is always a risk</p>
Linking words	Introduction
<p>Consequence : because - because of – so - since - Therefore - consequently - in consequence - As a result – due to</p> <p>Contrast : But – while – Although – However , Unlike On one hand , On the other hand</p> <p>Time : Firstly - Secondly - Thirdly – Finally – then - When – while – before – after if – neither ... nor - either ... or -</p>	<p>The aim of this essay This article examines In this essay / article ,</p> <hr/> <p style="text-align: center;">Giving examples</p> <p>For example – such as – like – For instance</p> <hr/> <p style="text-align: center;">Conclusion / Recommendation</p> <p>It appears that It is recommended that</p>
Giving reasons	Writing an essay
<p>- Because this can increase the awareness of -----</p> <p>- Because it is / it can -----</p> <p>- Since it stimulates -----</p> <p>- As it can make people -----</p> <p>- Because it / this can cause serious problems .</p> <p>- Since it is always risky .</p> <p>- Because it has a negative effect on social life , on our families , at schools .</p>	<p>- 3 or 4 paragraphs</p> <p>- Introduction : (What the essay will be about)</p> <p>- Topic sentence : (Introducing paragraph 1)</p> <p>- 3 advantages (an example of each advantage)</p> <p>- Topic sentence : (Introducing paragraph 2)</p> <p>- 3 advantages (an example of each advantage)</p> <p>- Conclusion : summerises the main points Giving personal comments .</p> <p style="text-align: center;">S + V + O</p>

Free Writing

Title

What do you know about ----- ?
Is the ----- good for young people / students / people ?

Introduction

There are many important issues in the modern world these days . One of these issues is ----- .
sounds very interesting and remarkable to talk (write قبل كلمة For many people , it is believed that this topic about .

No one can deny that ----- is an important and main point in people's lives .

In this essay , I intend to write about ----- (Health in Jordan) (جملة الموضوع) write من السؤال بعد كلمة
, especially ----- (immunization) as well as I am going to mention the ----- (reasons , factors , problems)

Body

Actually , there are a lot of positive points (advantages) which are clear about this topic .

First of all , ----- is noticeably ----- , ----- and ----- .
العنوان من عندك من عندك اعطي سبب

Secondly , It is ----- and ----- . For example , ----- .
من عندك من عندك اعطي سبب

In addition to this , we should never forget that it might be very ----- and -----
اعطي سبب because -----

Finally , ----- and ----- is obviously known .

Of course , it has been very great to hear about that .

However , (On the other hand) , there are some disadvantages (negative consequences) of ----- العنوان

For example , it could be ----- (negative point)- ----- and ----- (negative point)- -----
اعطي سبب

Because it is ----- .

Moreover , (In addition) , it is known that it is ----- and -----

Finally , -----

That's why we should carefully pay attention when dealing with these points.

Conclusion

In the end , (To sum up) , It is for these points, which have been considered importantly and logically , this topic deserves to be discussed. Also, there should be a kind of balance in dealing with such an issue and we should take the advantages and disadvantages into consideration .

In my opinion, (Personally) , ----- made our life pleasant and convenient although it is impossible to forget its impacts that will certainly influence the way we live .
Therefore, we should do our best to enhance this field because it affects all the aspects of our life .

UNIT ONE

مقال تحليلي - An analatical essay

Is social medial not suitable for young and older people ? (benefits – advantages)

(start with an introduction)

(ابدأ بالمقدمة)

Socia media is very important for young and older people. There are many benefits it can bring. These include being able to keep in touch with friends and family, and being entertained. In this essay , I intend to discuss the advantages and disadvantages of social media

(use a paragraph with each idea to support each one)

(استخدم فقرة مع كل فكرة لدعم كل واحدة)

There are many benefits of social media such as helping make friends , developing skills and abilities, sharing ideas , communicating with friends and families. Also, you can use social media to help you in your study by researching information and watching eduational programmes . Social media can be a great way to help elderly people who feel lonliness and don't see their friends or family. They will be able to make contact with people living anywhere.

(start each paragraph with a topic sentence)

(ابدأ كل فقرة بجملته موضوعية)

On the other hand, social media has many disadvantages . For example, some people don't know how to use social media, so they waste their time by sending messages and photos to their friends, sleep lately , so they can't concentrate in their studies or their work the other day. It also can affect children by making them feel isolation and can't socialize with the world outside.

(remember to include the sources you researched to each idea) (تذكر تضمين المصادر التي بحثت عنها في كل فكرة)

Social media can help older people remain active and interested in the world around them. As well as providing them with 24-hour news, social media sites can offer films and games.

Recent studies report that 52 % of people over 60 in Jordan believe that social media has a positive effect on how they feel . Also, it has a negative effect on young people under 18 .

(write a conclusion to summerise what you have said)

(اكتب خاتمة لتلخص ما قلته)

To sum up , Social media may not be ideal for all older and young people but there are many advantages it can bring to them to stay active . Although social media makes our life easier and more comfortable, it plays a main role in wasting time for children and students . Therefore, there should be a kind of balance in dealing with it and we should take the advantages and disadvantages into consideration .

The Advantages and Disadvantages of Online Learning

Most people now use the internet on computers and smartphones to do a variety of tasks such as online learning .

Although using the internet to study is usually easy, it has many disadvantages because students cannot concentrate or ask the questions they don't understand easily. Also, learning online and using the internet can save the time and effort of students, but they are bad ways in getting all the information they need in their study, especially when they study for the Tawjihi exams.

Moreover, The internet and the distance learning programmes have given us a choice as students to complete our studies at home but they made studying boring , tiring and unpleasant.

Although computers , the internet and the distance-learning programmes are incredibly useful, I don't think they will replace face-to-face learning one day because, for many people, face-to-face learning is a way that makes you feel more comfortable , satisfied and confident about the information and the knowledge you get and memorise.

Finally, I agree that the internet and the distance-learning programmes have enabled us to continue our study at home, but I feel becoming reliant on technology in studying is not positive , especially when we study for Tawjihi exams.

UNIT TWO - A Formal Email

Write a formal email to the Customer Service about the problem of using plastic bags, suggesting solutions to minimise their negative effects.

From : Farid Asmar
To : Customer Service
Subject : Reduce plastic !
Date : yesterday at 8:13 p.m

Dear Sir or Madam,

I am writing to draw your attention to a pressing problem to which your stores are contributing significantly by their use of non-biodegradable plastic packaging.

Like many others, I am deeply concerned by the huge quantity of plastic used to package items which simply do not require it. We are told that since the 1950s the world has produced more than eight billion tonnes of plastic, of which around 80 percent has been thrown into a landfill or left as waste in the general environment. It is essential that we all take immediate action to prevent this.

Much of this plastic is a result of unnecessary packaging. It is vital that this is reduced as much as possible. Some supermarkets have managed to cut the amount of plastic packaging by using sustainable cardboard instead of plastic, or simply by removing unnecessary plastic from tissue boxes, pizza boxes and other items. I would ask you to investigate alternative forms of packaging for your products as a matter of urgency.

In the meantime, perhaps the quickest way to start to tackle this problem would be to sell fruit and vegetables without any extra packaging, creating a plastic-free aisle, where customers could use paper bags or their own reusable containers. Around a third of consumers say that they base their buying decisions on ethical practices, so providing an opportunity to buy fruit and vegetables plastic-free could help you to win over a large number of new customers.

I urge you to consider these possible solutions very seriously, and do everything in your power to reduce the amount of plastic you use in packaging, to protect the planet.

I look forward to your response.

Yours faithfully,
Farid Asmar

I am writing draw your attention about ----- المشكلة

I am deeply concerned by ----- تفصيل المشكلة وعرضها .

It is essential that we all take immediate action to prevent this.

[

I urge you to consider these possible solutions very seriously, and do everything in your power to reduce ----- to protect the planet.

I look forward to your response.

Yours faithfully,
Farid Asmar

UNIT THREE - An opinion essay

It is sometimes held that in our busy and technologically advanced world, teenagers have little to learn from the elderly. However, **I firmly believe that** there are many ways teens can benefit from the wisdom and experience of their grandparents.

يُعتقد أحياناً أنه في عالمنا المزدهم والمتقدم تكنولوجياً، ليس لدى المراهقين سوى القليل ليتعلموه من كبار السن. ومع ذلك، فأنا أؤمن إيماناً راسخاً بوجود العديد من الطرق التي يمكن للمراهقين من خلالها الاستفادة من حكمة أجدادهم وخبرتهم.

Perhaps the most obvious topic which grandparents can tell us about is the past. **In my opinion**, hearing our grandparents' stories helps us understand the past in new ways.

ولعل الموضوع الأكثر وضوحاً الذي يمكن أن نخبرنا عنه الأجداد هو الماضي. برأيي أن سماع قصص أجدادنا يساعدنا على فهم الماضي بطرق جديدة.

Our lives may be different from those of our grandparents, but there are plenty of life lessons that we can learn from them. Whether it is a clash between you and your parents or a row with a friend, **my personal conviction** is that the best advice comes from those who have already dealt with such problems.

قد تكون حياتنا مختلفة عن حياة أجدادنا، ولكن هناك الكثير من دروس الحياة التي يمكننا أن نتعلمها منهم. سواء كان الأمر يتعلق بصدام بينك وبين والديك أو خلاف مع صديق، فإن قناعاتي الشخصية هي أن أفضل نصيحة تأتي من أولئك الذين سبق لهم التعامل مع مثل هذه المشكلات.

Grandparents may not be able to teach us about modern technology, but there are plenty of valuable skills we can learn from them. Growing up, they may have learnt how to sew or knit **for instance**, or perhaps how to cook, bake, fix a bike or decorate a house.

قد لا يتمكن الأجداد من تعليمنا التكنولوجيا الحديثة، ولكن هناك الكثير من المهارات القيمة التي يمكننا تعلمها منهم. على سبيل المثال - ربما تعلموا أثناء نشأتهم كيفية الخياطة أو الحياكة، أو ربما تعلموا كيفية الطهي أو الخبز أو إصلاح الدراجة أو تزيين المنزل.

In conclusion, **I would say that** there are a great many things that teenagers can learn from their grandparents including family history, life lessons and practical skills.

في الختام، أود أن أقول إن هناك أشياء كثيرة رائعة يمكن أن يتعلمها المراهقون من أجدادهم، بما في ذلك تاريخ العائلة ودروس الحياة والمهارات العملية. اقرأ المهمة.

Are Families as Close as They Used to Be ?

(The Effects of Technology on Family Relationship)

هل العائلات قريبة من بعضها كما كانت من قبل ؟

Many people today feel that relationships between members of the same family are not as close as they were a few generations ago. Changes in our working lives and the advent of technology have certainly altered how families interact, but **I would argue that families generally remain as close as they ever were.**

يشعر الكثير من الناس اليوم أن العلاقات بين أفراد الأسرة الواحدة ليست قريبة كما كانت قبل بضعة أجيال. لقد غيرت التغيرات في حياتنا وظهور التكنولوجيا طريقة تفاعل العائلات، لكنني أود أن أقول أن العائلات عموماً تبقى قريبة كما كانت من قبل .

Increasingly, parents are seeking a greater work-life balance. This means that even in a family where both parents work, they are often able to ensure that at least one parent is available to take their children to after-school activities or to attend shows and concerts at the school. A better work-life balance also enables families to spend more quality time together.

ويسعى الآباء بشكل متزايد إلى تحقيق توازن أكبر بين العمل والحياة. وهذا يعني أنه حتى في الأسرة التي يعمل فيها كلا الوالدين، فإنهما غالباً ما يكونان قادرين على ضمان توفر أحد الوالدين على الأقل لأخذ أطفاله إلى أنشطة ما بعد المدرسة أو لحضور العروض والحفلات الموسيقية في المدرسة. كما أن التوازن الأفضل بين العمل والحياة يمكن العائلات من قضاء المزيد من الوقت الجيد معاً.

It is commonly accepted that the time needed to run a household has also decreased over the last few decades as more and more labour-saving devices have been invented. A striking example of this is the humble washing machine, which Hans Rosling, a well-known Swedish statistician, called ‘the greatest invention of the industrial revolution’ because of the way that it liberated parents to spend more time with their children. Prior to its invention, it was usual to spend an entire day doing laundry.

ومن المقبول عموماً أن الوقت اللازم لإدارة الأسرة قد انخفض أيضاً العقود القليلة الماضية حيث تم اختراع المزيد والمزيد من الأجهزة الموفرة للجهد. ومن الأمثلة البارزة على ذلك الغسالة القديمة التي سماها هانز روزلينج، وهو احصائي سويدي معروف بأنها "أعظم اختراع للثورة الصناعية" بسبب الطريقة التي حررت بها الوالدين لقضاء المزيد من الوقت مع أطفالهم. قبل اختراعها، كان من المعتاد قضاء يوم كامل في غسيل الملابس.

Going online **can be seen as** a way of bringing families together as well as a distraction. Whereas in the past family members living apart would have to write letters and often wait a long time for a reply, nowadays there are many more ways to keep in touch, such as social media and video calls. Overall, I believe that family members do communicate with each other more than in the past, whether through technology or face-to-face.

يمكن اعتبار الإنترنت وسيلة لجمع العائلات معاً بالإضافة إلى أنها وسيلة تشتيت. بينما في الماضي كان على أفراد العائلة الذين يعيشون بعيداً عن بعضهم أن يكتبوا رسائل وينتظرون في كثير من الأحيان وقت طويلاً للرد، في الوقت الحاضر هناك العديد من الطرق للبقاء على اتصال، مثل وسائل التواصل الاجتماعي ومكالمات الفيديو. بشكل عام، أعتقد أن أفراد العائلة يتواصلون مع بعضهم البعض بشكل أكبر مما كان عليه في الماضي، سواء من خلال التكنولوجيا أو وجهاً لوجه.

In conclusion, **I would say that** while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.

في الختام، أود أن أقول إنه على الرغم من أن المجتمع قد تغير، إلا أن العائلات تظل قريبة من بعضها البعض كما كانت . لقد تم ذلك بمساعدة التكنولوجيا والمرونة الأكبر في أنماط العمل.

UNIT FOUR

WRITING : A story

MISSING IN THE DESERT

مفقود في الصحراء

Fadi had vanished into thin air. He and Hamed had taken their familiar Saturday morning bus ride from the city to the country, then hiked up into the stunning desert hills. When they reached a fork in the path, Hamed stopped to consult the map. The wind was blowing and, though visibility was poor, Hamed was sure that Fadi had been just behind him. Glancing round now though, he found himself utterly alone.

لقد اختفى فادي في الهواء. لقد قام هو وحامد برحلة مألوفة بالحافلة صباح يوم السبت من المدينة إلى الريف ثم صعدا إلى التلال الصحراوية المذهلة. عندما وصلوا مفترق الطريق، توقف حامد عن الاطلاع على الخريطة. الريح كانت تهب وعلى الرغم من ضعف الرؤية، كان حامد متأكد أن فادي كان خلفه مباشرة. رغم انه ألقى نظرة خاطفة الآن، وجد نفسه وحيداً تماماً.

Use time linkers to show when things happened

استخدم روابط زمنية لعرض ما يحدث

An hour later and Hamed was still searching when suddenly, he spotted a movement to his left. His heart started pounding. 'Fadi!' he yelled, 'Is that you?' Again, there was a movement followed by the sudden shock of a deer crashing out of some trees and racing down the steep hill.

بعد ساعة كان حامد لا يزال يبحث عندما اكتشف فجأة حركة إلى يساره. بدأ قلبه يدق بقوة. "فادي" صرخ، 'هل هذا أنت؟' مرة أخرى، كانت هناك حركة تليها صدمة مفاجئة لاصطدام غزال مع بعض الأشجار وركض بسرعة نحو أسفل التلة شديدة الانحدار.

Use negative inversion to add emphasis

استخدم التقديم والتأخير لإضافة التأكيد

Hamed had been searching unsuccessfully for Fadi for several hours. **Not only** was he desperately worried about Fadi, **but he was also** hot and tired. He came across a deserted looking hill-top café, and hoping for a cold drink, he went inside. To his surprise, **5** he found a group of young people chatting and unpacking their drones. 'We're the Desert Drone Society' said a young man brightly, 'I'm Kamal. Is everything alright?' Hamed asked for help and within minutes, six drones with cameras had joined the search.

وكان حامد يبحث دون جدوى عن فادي لعدة ساعات. لم يكن قلقاً بشكل يائس بشأن فادي فحسب، بل كان أيضاً يشعر بالحر ومتعب. صادف ما يبدو انه مقهى مهجور على قمة التلة و لأنه كان يأمل في تناول مشروب بارد دخل الى المقهى. ولدهشته وجد مجموعة من الشباب يتحدثون و يفككوا طائراتهم بدون طيار. 'نحن جمعية الطائرات بدون طيار الصحراوية' قال شاب بوجه مشرق، 'أنا كمال. هل كل شيء على ما يرام؟' حامد طلب المساعدة وفي غضون دقائق، انضمت ست طائرات بدون طيار مزودة بكاميرات للبحث.

Use direct speech to make your story more interesting

استخدم الكلام المباشر لجعل القصة ممتعة أكثر

'**I think I see him!**' yelled one of the pilots suddenly. '**Hold tight!**' warned Kamal as, guided by one of the drones, he and Hamed sped off to the rescue on his off-road motorbike. When they reached the spot, Hamed called out, and all of a sudden there was Fadi, exhausted but alive.

"أعتقد أنني أراه!" صاح أحد الطيارين فجأة. "انتظروا!!"، حذر كمال بينما انطلق هو وحامد، مسترشدين بإحدى الطائرات بدون طيار، للإيقاظ على دراجته النارية المخصصة للطرق الوعرة. عندما وصلوا إلى المكان، نادى حامد، وفجأة كان هناك فادي، منهكاً ولكن على قيد الحياة.

UNIT SIX: A report

REPORT: Student Common Room Renovation

تقرير: إصلاحات غرفة الطلاب المشتركة

Aims

The aim of this report is to identify areas for improvement in the student common room, and make suggestions for how to achieve this. The report is based on a survey of 50 students.

الأهداف

الهدف من هذا التقرير هو تحديد مجالات التحسين في الغرفة المشتركة للطلاب، وتقديم اقتراحات حول كيفية تحقيق ذلك. ويستند التقرير إلى دراسة استقصائية شملت 50 طالباً

Seating

Nearly all students felt that the chairs and sofas were in bad condition. Several cushions are stained and many chairs legs are badly scratched. Many students also complained that the chairs were heavy and should be replaced.

الجلوس

شعر جميع الطلاب تقريباً أن الكراسي والأرائك كانت في حالة سيئة. العديد من الوسائد ملطخة والعديد من أرجل الكراسي مخدوشة بشدة. كما اشتكى العديد من الطلاب من أن الكراسي ثقيلة ويجب استبدالها

Entertainment

All of the students were of the opinion that there should be some form of entertainment. Several suggested a table tennis table. Opinions were divided about whether there should be a smart TV. Approximately half felt this would be beneficial, whereas the other half expressed concern that this might distract from study and conversation.

الترفيه

رأى جميع الطلاب أنه يجب أن يكون هناك شكل من أشكال الترفيه. اقترح العديد وجود طاولة تنس طاولة. وانقسمت الآراء حول ما إذا كان ينبغي أن يكون هناك تلفزيون ذكي. ورأى ما يقرب من النصف أن هذا سيكون مفيداً، في حين أعرب النصف الآخر عن قلقه من أن هذا قد يصرف الانتباه عن الدراسة والتحدث

Look

Regarding wall colour, whilst a few expressed a preference for bright colours, around three quarters of students had no strong feelings on the matter.

المظهر

فيما يتعلق بلون الجدار، في حين أعرب عدد قليل منهم عن تفضيلهم للألوان الزاهية، لم يكن لدى حوالي ثلاثة أرباع الطلاب أي مشاعر قوية بشأن هذه المسألة

Space

A few students expressed a wish for the common room to contain storage lockers where they could keep their bags. The vast majority of students, however, were concerned this would make the room feel cramped.

مساحة

أعرب عدد قليل من الطلاب عن رغبتهم في أن تحتوي الغرفة المشتركة على خزائن تخزين حيث يمكنهم الاحتفاظ بحقائبهم. ومع ذلك، كانت الغالبية العظمى من الطلاب يشعرون بالقلق من أن هذا قد يجعل الغرفة تبدو ضيقة

Conclusion and recommendations

In conclusion, it seems that the priority is to replace the seating, provide a table tennis table and repaint the walls. Regarding the unresolved question of installing a smart TV, I would recommend asking all students to vote on this.

الخاتمة والتوصيات

وفي الختام، يبدو أن الأولوية هي استبدال المقاعد وتوفير طاولة تنس الطاولة وإعادة طلاء الجدران. وفيما يتعلق بالمسألة المعلقة المتمثلة في تركيب تلفاز ذكي، أوصي بأن يصوت جميع الطلاب على هذا

Happy hyenas help people of Harar

الضباع السعيدة تساعد سكان هرر

Hyenas are big, ugly and dangerous animals and they are the most common large predator in Africa. They often **survive on** eating animals that are already dead, but they will also attack and eat live animals – including cows, sheep, goats and even people. It goes without saying that most people in Ethiopia are scared of hyenas and don't want them around. But in the old walled city of Harar, the hyenas are no longer a danger to people. Why do you think this is?

الضباع حيوانات كبيرة وقبيحة وخطيرة وهي أكثر الحيوانات المفترسة شيوعاً في إفريقيا. غالباً ما تعيش على أكل الحيوانات الميتة، لكنها تهاجم أيضاً الحيوانات الحية وتأكلها - بما في ذلك الأبقار والأغنام والماعز وحتى البشر. وغني عن القول أن معظم الناس في إثيوبيا يخافون من الضباع ولا يريدونها في الجوار. ولكن في مدينة هرر القديمة المسورة، لم تعد الضباع تشكل خطراً على الناس. لماذا تعتقد ذلك؟

In the past, the animals often attacked people living in the city, so the people found a way to **deal with** them: they cut holes in the city walls and threw food to the hyenas. They realised that the hyenas were no longer hungry because of this, and attacked people less often. Later, a farmer called Yusuf Salleh chose to do the same thing to **protect** his farm animals **against** the hyenas: he fed them each day, and it worked!

في الماضي، كانت الحيوانات في كثير من الأحيان تهاجم الناس الذين يعيشون في المدينة، لذلك وجد الناس طريقة للتعامل معها: قاموا بقطع ثقب في أسوار المدينة وألقوا الطعام للضباع. وأدركوا أن الضباع لم تعد جائعة بسبب هذا، فهاجمت الناس بشكل أقل. في وقت لاحق، اختار مزارع يدعى يوسف صالح أن يفعل الشيء نفسه لحماية حيوانات مزرعته من الضباع: كان يطعمها كل يوم، وقد نجح الأمر

Yusuf's son, Abbas Yusuf, has continued his father's tradition but in a slightly different way. Every day, when it is getting dark, he **calls out** to attract the hyenas. Then he picks up some meat and holds it out for them. The animals come up to him and **take** the meat **from** his hands. The sight is so amazing that many tourists visit to watch him feed the hyenas (although it is too dangerous for them to **participate in** the feeding)! Abbas Yusuf says the hyenas are now his friends, and he even has names for them.

وقد واصل ابن يوسف، عباس يوسف، تقليد والده ولكن بطريقة مختلفة قليلاً. ففي كل يوم، عندما يحل الظلام، ينادي لجذب الضباع. ثم يلتقط بعض اللحم ويقدمها لهم. فتأتي الحيوانات إليه وتأخذ اللحم من يديه. والمنظر مذهل لدرجة أن العديد من السائحين يزورونه لمشاهدته وهو يطعم الضباع (على الرغم من أن مشاركتهم في التغذية أمر خطير للغاية)! ويقول عباس يوسف إن الضباع أصبحت الآن أصدقائه، بل إنه أطلق عليها أسماء

People explain that nobody in Harar has been attacked by a hyena for 200 years, and some people even say they are useful around the city because they help to **eat** some of the rubbish **from** the rubbish tips, helping to discourage flies and other insects from breeding diseases. When people see a hyena in the streets, they do not worry about them any more. The people and the hyenas accept each other.

يوضح الناس أن أحداً في هرر لم يتعرض لهجوم من قبل الضبع منذ 200 عام، ويقول بعض الناس حتى أن الضبع مفيد في المدينة لأنه يساعد في أكل بعض القمامة من مكبات القمامة، مما يساعد في تثبيط الذباب والحشرات الأخرى عن تكاثر الأمراض. عندما يرى الناس ضبعاً في الشوارع، فإنهم لا يقلقون بشأنه بعد الآن. يتقبل الناس والضباع بعضهم البعض

I think this simple solution could help save the lives of people and animals. The hyenas are no longer hungry and everyone is happy. Can we learn from this and hope for something similar with other dangerous animals?

أعتقد أن هذا الحل البسيط قد يساعد في إنقاذ حياة البشر والحيوانات. لم تعد الضباع جائعة وأصبح الجميع سعداء. هل يمكننا أن نتعلم من هذا ونأمل في حدوث شيء مماثل مع حيوانات خطيرة أخرى؟

UNIT EIGHT

WRITING :

A for-and-against essay

OUR PERSONAL DATA

معلوماتنا الشخصية

These days it is extremely common for companies to track Internet users' data in order to target them with personalised content or advertising. Some people feel quite comfortable with this, whereas others consider it an invasion of privacy.

في هذه الأيام، من الشائع جدًا أن تقوم الشركات بتتبع بيانات مستخدمي الإنترنت من أجل استهدافهم بمحتوى أو إعلانات مخصصة. يشعر بعض الأشخاص بالارتياح الشديد تجاه هذا الأمر، بينما يعتبره آخرون انتهاكًا للخصوصية.

It is estimated that seven in ten Internet users are happy to give away personal data while browsing online. There may be some clear benefits to doing this. Although most people are careful with data such as online banking details, many actually prefer more personalized marketing and feel that their search results are likely to be more relevant if the search company better understands their needs. Another positive aspect of data tracking is that people can be automatically logged onto a site, rather than having to enter a password. This is clearly far more convenient, even though it is, of course, less secure.

تشير التقديرات إلى أن سبعة من كل عشرة مستخدمي الإنترنت سعداء بالتخلي عن البيانات الشخصية أثناء التصفح عبر الإنترنت. قد تكون هناك بعض الفوائد الواضحة للقيام بذلك. على الرغم من أن معظم الأشخاص حريصون على البيانات مثل تفاصيل الخدمات المصرفية عبر الإنترنت، إلا أن العديد منهم يفضلون في الواقع التسويق الأكثر تخصيصًا ويشعرون أن نتائج البحث الخاصة بهم من المرجح أن تكون أكثر أهمية إذا شركة البحث فهمت احتياجاتهم بشكل أفضل. جانب إيجابي آخر لتتبع البيانات هو أنه يمكن للأشخاص تسجيل الدخول تلقائيًا إلى الموقع، بدلاً من الاضطرار إلى إدخال كلمة مرور. ومن الواضح أن هذا أكثر ملاءمة بكثير، على الرغم من أنه بالطبع أقل أمانًا.

In spite of these potential benefits, a significant number of people are choosing to use ad-blocking software in order to avoid digital advertising altogether. In some cases, this is because they find the adverts annoying but it is also because of a desire to avoid being tracked online. In most cases, this is probably harmless.

وعلى الرغم من هذه الفوائد المحتملة، يختار عدد كبير من الأشخاص استخدام برامج حظر الإعلانات لتجنب الإعلانات الرقمية تمامًا. في بعض الحالات، يرجع ذلك إلى أنهم يجدون الإعلانات مزعجة، ولكن أيضًا بسبب الرغبة في تجنب تعقبها عبر الإنترنت. في معظم الحالات، ربما يكون هذا غير ضار.

Nevertheless, a surprising amount of information can be collected: what you have bought, where you have been, what you have 'liked' on social media, and a great deal more. Most people really have very little idea how much data is being given away every time they click, or what that data will be used for.

ومع ذلك، يمكن جمع قدر مذهل من المعلومات: ما اشتريته، وأين كنت، وما لديك وماذا تحب على وسائل التواصل الاجتماعي، وأكثر من ذلك بكثير لدى معظم الأشخاص فكرة قليلة جدًا عن مقدار البيانات التي يتم تقديمها في كل مرة ينقرون فيها، أو الغرض من استخدام هذه البيانات.

In conclusion, it seems obvious that while people remain largely unaware and unable to make informed choices, the ability of companies to collect data should be limited or they should be required to specifically ask for permission.

في الختام، يبدو من الواضح أنه في حين يظل الناس غير مدركين إلى حد كبير وغير قادرين على اتخاذ خيارات مستنيرة، فإنه يجب أن تكون قدرة الشركات على جمع البيانات محدودة أو يجب أن يُطلب منها طلب الإذن على وجه التحديد.

UNIT NINE

Writing – A competition entry / A letter of application

المشاركة في المسابقة / خطاب (رسالة) تقديم الطلب

Read the advert for a competition.

WIN a dream job competition and travel the world! اربح ... مسابقة وظيفة الحلم وسافر حول العالم

Does your dream job involve travelling? Maybe you're really into photography or you enjoy blogging about your trips? Maybe you'd like to do something to help people or wildlife, or maybe you'd like to be a digital nomad?

Increasingly, companies are offering the chance to win a dream job like this.

Just take a look at some of the competitions currently open:

على نحو متزايد، تقدم الشركات الفرصة للفوز بوظيفة أحلام مثل هذه. ما عليك سوى إلقاء نظرة على بعض المسابقات المفتوحة حالياً

Teach English as a volunteer for six months in Cambodia. Flights and all expenses paid.

تدريس اللغة الإنجليزية كمتطوع لمدة ستة أشهر في كمبوديا. الرحلات الجوية وجميع النفقات المدفوعة.

Maha Aldabbagh

To: Dream Job Competition

Re: Competition entry

الى: مسابقة وظيفة الحلم

رد: المشاركة في المسابقة

Dear Sir/Madam,

عزيزي السيد / السيدة

I am writing to enter the competition to win the opportunity to teach English in Cambodia for six months.

أكتب إليكم للمشاركة في المسابقة للفوز بفرصة تدريس اللغة الإنجليزية في كمبوديا لمدة ستة أشهر

It has also been my lifelong dream to visit the Koh Rong Island. If I won this competition, I would take every opportunity to travel and explore the history and culture of Cambodia.

قد كان أيضاً حلم حياتي زيارة جزيرة كوه رونج. إذا فزت بهذه المسابقة، فسوف أغتنم كل فرصة للسفر واستكشاف تاريخ وثقافة كمبوديا

Working as a teacher would appeal to me enormously for several reasons. I would very much value the opportunity to give something back to the people of Cambodia, rather than simply visiting as a tourist. In addition, I believe that teaching would allow me to really get to know local people.

إن العمل كمدرس قد يجذبني بشدة لعدة أسباب. وأود بشدة أن تتاح لي الفرصة لرد الجميل لشعب كمبوديا، بدلاً من مجرد زيارته كسائح. بالإضافة إلى ذلك، أعتقد أن التدريس سيسمح لي بالتعرف حقاً على السكان المحليين

I have studied English to a high level and believe that my skills in this language would enable me to teach it successfully. Furthermore, I do have some experience of teaching English already on a children's summer camp in my home city. I was responsible for running sessions in English for nine to 12-year-olds. I would welcome the chance to further develop my teaching skills and learn about this country.

لقد درست اللغة الإنجليزية على مستوى عالٍ وأعتقد أن مهاراتي في هذه اللغة ستمكنني من تدريسها بنجاح. علاوة على ذلك، لدي بعض الخبرة في تدريس اللغة الإنجليزية بالفعل في معسكر صيفي للأطفال في مدينتي. كنت مسؤولاً عن إدارة جلسات باللغة الإنجليزية للأطفال الذين تتراوح أعمارهم بين 9 إلى 12 عاماً. سأرحب بفرصة مواصلة تطوير مهاراتي التعليمية والتعرف على هذا البلد

I feel that I would be a good candidate because not only do I have the relevant skills and experience, but I am also passionate about Cambodia and its people. I hope you will give my entry serious consideration.

أشعر أنني سأكون مرشحاً جيداً ليس فقط لأنني أمتلك المهارات والخبرة ذات الصلة، ولكنني أيضاً شغوف بكمبوديا وشعبها. أأمل أن تأخذوا مشاركتي بعين الاعتبار بشكل جدي

Please find my CV enclosed, for further details of my qualifications and experience.

I look forward to hearing from you.

Yours faithfully,

تجدون سيرتي الذاتية مرفقة، لمزيد من التفاصيل حول مؤهلاتي وخبراتي
وإنني أتطلع إلى الاستماع منكم (لرديكم)